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ABSTRACT

This monograph is for parents, teachers, principals, school administrators, and other community members who are interested in educating the community about education. Part one contains three sections: The first section identifies and discusses the issues surrounding the purposes of educating parents and the community, while the second section is addressed to the processes involved. The second section also contains categories of parent involvement, general principles and characteristics of programs and practices that have proven effective, and illustrative examples. The third section summarizes conclusions about the purposes and processes of parent/community education. Part two is a review composed of descriptions and examples of sources of information about specific programs, techniques, and materials used to educate parents and communities. It provides specific ideas and added insights about issues raised in part one, and sources from which readers can obtain more information. A bibliography of all sources in included at the end of the monograph. (RC)

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EDUCATING PARENTS ABOUT EDUCATION: A REVIEW OF SOME ISSUES, METHODS, AND SOURCES OF INFORMATION

Ethel Lichtman

December 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

This monograph is about educating parents and other members of the community about their schools and about education. It is written for parents or other community members, teachers, principals, and school administrators who are interested in educating parents and other community members about education. It should also be useful to educators of teachers and administrators who are looking for ideas and sources for better ways to help them educate parents and the community about education.

Today, wherever there is concern about schools and learning, from the family living room to the state legislature, the subject of parent and community participation in education is a prominent one. The focus of much of the questioning and discussion about parent/community participation has been on (a) the degree of (or lack of) public control and influence in education; (b) the levels of public understanding of, interest in, and support for public education; (c) who should make what decisions; what education issues are appropriate areas for parent influence and involvement; and (d) how parents can make effective contributions to their children's education.

The aims and content of programs designed to educate parents and the community about education obviously will vary with positions taken on these questions. There is general agreement, however, that parents and communities are demanding, and should have, greater influence and involvement in the public schools and what they do. If the nature of that involvement is to be informed, intelligent, and effective in improving the quality of education, parents and professionals both must find better ways to educate parents and community about education.

The aim of this monograph is to help achieve that goal in the following ways:

1. Set forth and clarify some issues involved in parent education.
2. Permit better understanding of respective roles, processes, and characteristics that determine effective and ineffective parent education, and draw attention to some considerations, obstacles, and problems which need to be resolved.

3. Give ideas and suggestions about methods and techniques for informing and educating parents/community and interesting them in taking an active role in the education process.

4. Provide sources and contact for futher information.

This monograph is organized as follows: Part I contains three sections. The first section identifies and discusses the issues surrounding the purposes of educating parents/community, with an attempt to help readers understand the nature of the varying needs for parent education. The second section is addressed to the processes of educating parents and community. It contains some models or categories of parent involvement, some general principles and characteristics of programs and practices that have proved effective, and some illustrative examples followed by generally applicable suggestions. The third section offers some conclusions about the purposes and processes of parent/community education. Specific examples are given from Part II, with corresponding review numbers from that section.

Part II is a review composed of descriptions and examples of some sources of information about specific programs, techniques, and materials used to educate parents and communities. Some examples are treated at length; others more closely resemble an annotated bibliography. This review section is intended to provide specific ideas and added insights about issues raised in Part I, and sources from which readers may selectively obtain more information. These sources and the author's own knowledge and experience form the basis for the substance of Part I.

A Bibliography of all sources is included at the end of the monograph. For those sources that are reviewed in Part II (most of them), the number of the review is included in parentheses after the reference.

Materials for this monograph were sought from a variety and cross section of sources including educational institutions and professional associations, federally funded projects, and community-based and independent efforts. Requested were descriptions of programs, techniques and examples of material used in educating parents and lists of publications and other information prepared for teachers and/or parents on the subject of parent education. These materials, and some pertinent

literature (recent journal articles and several books) were reviewed. The survey was selective, not comprehensive. Materials were sought from a range of sources and perspectives (e.g., geographical location, initiating source, point of view). Although some attempt was made to "cover the continent," the intent was mainly that readers be given some ideas and summaries from material reviewed here, as well as contacts for further information, including local branches or counterparts of some of these sources. The preponderance of California sources reflects the author's own experience, contacts, and knowledge.

Terminology

The phrases parent participation and parent involvement are used almost interchangeably, though they can have different meanings to different people. They have positive or negative connotation, depending on the situation and the source. The word community is often used in place of parent and recognizes that the school serves and benefits the whole community and is dependent for support on more people than just the parents of students in school. The term parents/community is used in most cases here, to denote parents and other members of the community, except where specifically in reference to students' parents.

The term citizen participation is also widely used. It generally connotes what are referred to as "political" participation areas, such as community control of education and the public's role in decision-making. But there is considerable overlap with issues of parent education. There are ample sources of information in this broad subject area; they were not reviewed for this project. For further information see the recent comprehensive annotated bibliography, Citizen Participation in Education, by Don Davies and staff, published by the Institute fpr Responsive Education, Boston, Massachusetts.

The words educate and education also have different meanings for different people. Dictionary definitions of educate include: "to provide schooling for"; "to develop and cultivate mentally and morally, especially by instruction"; "to teach"; "to train, discipline or form." It is becoming increasingly clear in our diverse American society that we do not all agree on the purpose(s) of education--which is mandatory for all our children. Similarly, the purpose and process of educating parents/community about education depends not only on the perceived

purpose and meaning of education, but on perceived or desired roles of parents/community in the education process or in schooling (which are not the same). The word student is used in lieu of learner, since teachers and parents, as well as students, are learners.

PART I

THE ISSUES INVOLVED IN PARENT/COMMUNITY EDUCATION

The Purposes of Parent Education

This section focuses on the following questions dealing with the reasons for parent/community education:

1. Why should parents and the community be educated?

2. What assumptions are made by individuals in each group or institution (i.e., student/teacher/parent/administrator; home/school/"training" institution) about respective roles, relationships, and responsibilities? Are assumptions about role distinctions and responsibilities based on perceptions about competence and expertise; on rights, authority, and attitudes about dominance and subordination; or on habit and past school experience?

3. Is there an inherent zone of conflict between teachers/school on the one hand and parents/community on the other? In what settings are collaborative and adversary relationships found? How can true value differences be distinguished from ineffective communication? Are there distinctions between political and nonpolitical kinds of parent/community education and involvement?

Why Educate Parents/Community?

For what purpose should parents and community members be educated about education and schooling? Broadly speaking, the community's function in this area is threefold: to determine and convey education goals; to determine and help provide the resources needed to achieve these goals; and to determine achievement or evaluate what learning has occurred, whether goals have been achieved. These three functions can be carried out at the system level with the state, school district, or school; or at the individual and more personal level with one's own child and his/her* teachers. It is of course in the best interests of

*For purposes of simplicity, the male pronoun is hereafter used to indicate both sexes. Can't we invent a new word in our language to make this unnecessary?

children, schools, and community that parents and other community members function effectively and intelligently in exercising these responsibilities.

Another way to distinguish the functions or roles in education for parents/community is: (a) as decision-makers or advisors or (b) as educators of children. Before elaborating on some of the specifics of educating parents/community for these two or three functions (whichever set you prefer), identification of some other typologies or categories which further define various parent/community roles may permit better understanding of the variables involved.

A study of parent involvement in compensatory education programs (Stearns and Peterson, 1973, Review D-4), conducted at Stanford Research Institute (SRI), groups parent roles into three categories: parents as tutors of their own children, parents as school employees (teacher aids, school/home coordinators), and parents as decision-makers or advisors of school personnel. There is considerable variation within each category, they emphasize, particularly within the last. The following kinds of parent decision-making roles are identified:

1. Placation role: parents/community allowed to make minimum decisions necessary to "keep the noise level down." According to this study, this is the major response of school systems to federal mandates for community participation.
2. Sanctions role: school people select well-known people to sanction policies they have developed.
3. Information role: school people bring together parents/community to obtain information which they have been directed to get by officials (e.g., boards, federal government).
4. Checks and Balances role: citizens provided with some inquiry and veto power.
5. Change-Agent role: much more complex than the other four, taking many forms to assure changes toward the goals of participants.

The SRI study uses a third typology, or set of models and assumptions about why schools have failed, to examine the types of parent roles in programs to educate the disadvantaged (abstracted from Robert Hess, 1969):

1. Environmental Deficit model: children are presumed to suffer from the handicap of an inadequate environment.
2. School-as-Failure model: the school is seen as responsible for preformance differences between low- and middle-income children.
3. Structural Change model: changes are needed in the power relationships in all social institutions.

Another study (McLaughlin, D-3) also of parent involvement in compensatory education programs, grouped parent involvement into (1) parent participation: those seeking to foster improved home/school relationships and understanding (a) through increased parent involvement in school activities and (b) through participation in advisory groups; and (2) parent training: programs to train parents to help them with skills specifically related to their chidlren's education. (This is a variation of the two-fold distinction discussed earlier in this section.)

Mario Fantini (1974), noted author of articles and books on parent involvement and school of choice, groups parent/community participation according to purpose as follows:

1. Public Relations: the school views parents/community as clients and consumers, tries to maintain a favorable image with clients through programs of controlled information, and tries to promote community confidence in the schools, with minimal need for participation.
2. Instructional Support: the school uses paraprofessionals, offers a range of services for the community after school (the community school concept) and uses community people as teachers in and outside schools (e.g., to enrich learning, schools-without-walls).
3. Crisis Resolution: promotion of parent/community involvement when the schools face major porblems (e.g., double sessions, racial conflict, program cutbacks, strikes).
4. School Governance and Institutional Reform: this takes several forms, such as public attempts to reassert lay control over professional dominance of public education (e.g., community control, advisory councils, shared decision-making, a consultative role).

5. Application of Legal Resources to problem solving: law centers assisting consumer with litigation of educational rights.
6. Citizen and consumer lobbies for education.

For a final summary of the rationale for parent/community involvement, see the review of Michael Fullan's article in Part II (E-8).

For purposes of simplicity, two general categories will be used here in making some comments about the functions of parent involvement and purposes for parent education: (1) Parents/community as decision-makers and influencers: from advising, influencing, and providing input to having a voice in the decision and/or some responsibility for implementing the decision. This includes decisions about available choices (e.g., about teachers, courses, types of education and teaching styles) and policies. (2) Parents/community as educators, resources, models, and motivators: helping students to learn and achieve. It should be clear that, in practice, these two roles are not usually distinct. That is, a member of the parent/community frequently starts to function in the decision-making, influence role as the result of an individual concern about his own child's learning and his perceived inability or desire to influence the outcome. Both of these roles have implications for parent community education.

First, it is important to consider whether the community wants to be involved in education, or approximately how many in the parent/community are interested. As every teacher knows, it is difficult or impossible to educate someone who has no interest. Evidence of interest in involvement in a decision-making role was found in a recent extensive public-opinion survey conducted in Illinois by the University of Illinois Survey Research Laboratory for the State Office of the Superintendent of Public Instruction. At least 95% of each group surveyed (teachers, school-board members, administrators, and students) felt that the community should be involved--either "very" or "somewhat"--in planning, setting goals, evaluating, and decision-making in school districts. (Reported in "School and the Community" in NCCE Report, National Committee for Citizens in Education, June 1974.)

Evident interest in participating in an educating-motivating role was found in the 1971 Gallup Survey of national public attitudes about schools; 81 percent of parents answered "yes" to this statement and question:

> A suggestion has been made that parents of school children attend one evening class a month to find out what they can do at home to improve their children's behavior and increase their interest in school work. Is it a good idea or a poor idea?

Gallup concluded that there is growing recognition of the role of parents in the education process, and suggested

> Preparing parents to carry out their educational responsibility is just as important as training teachers for their work. . . . What is of utmost importance is that parents themselves see the need for this kind of training. They are willing to devote time to learn how to do a better job of motivating their children, improving their behavior and covering those areas of education not included in the school curriculum.

A number of the sources reviewed in Part II also substantiate or describe evidence of significant parent/community interest, some existing, some potential (e.g., Afram Associates, C-1, 2, and 3; Lurie, C-5; McLaughlin, D-3; New England Progran in Teacher Education, E-2).

Second, let us look at the need for parent involvement, and therefore parent education, in these two main categories (decision-making and educating). The reasons for increased interest and activity in the first category are two-fold: (a) The rate of societal and technological change; increased education costs; increased teacher power; the move from a "common school" and "one best way" of educating all to concepts of diversity and individualization--have all combined to create changes, pressures, and alternatives which necessitate an unprecedented degree of choice and decision-making. (b) In spite of continuing public statements by educators about the need for increased public understanding of education, building real understanding of education among parents/community has had limited priority. (See the review of Public Understanding of Education as a Field of Study in Part II, F-3).

Past reluctance of educators to inform and involve the parents/community in decision-making, in ways responsive to the latter's needs, are well documented (Cunningham, 1969, 1971; Guthrie, 1974; Kirst, 1974, among others). The average parent, according to David Draves (1971, E-6) is still prohibited from understanding choices by the "school of education" philosophy and by neighborhood school enrollment policies (attendance boundaries determined by administrators). The need is now more pressing than in the past. As we move from a notion of cohesive

community to one of cultural diversity; as costs mount; as consumer expectations increase along with the awareness of inadequate teaching quality and results and the dehumanizing effects of schools--teachers and school systems which formerly enjoyed good relations with their publics are encountering growing parent/community dissatisfaction. Many parents are no longer willing to delegate authority for major decision to professionals; nor can the local school board make all choices and decisions or keep in touch with the desires of a diverse constituency under these conditions.

In an article on the emerging third force in education (parent/community), Don Davies (1973, C-16) lists these major decision areas which importantly affect parent/community interests and in which they are demanding a voice: identifying needs, goals, objectives, and priorities; monitoring progress toward achievement of goals; personnel (defining qualifications, reviewing and helping to select candidates, evaluating performance, etc.); budget (identifying resources, setting priorities, reviewing and monitoring funds, etc); school programs; facilities; and school-community relations. It should be obvious that a public that is better educated about issues in these decision areas can make better choices and decisions and more effectively advise and influence.

New mechanisms and a more open, flexible system are required to educate the parent/community and permit them to function and carry out their responsibility in what is generally seen as their rightful role. As William Strand found in 1963 (Review F-1), knowledgeable participation of hundreds of citizens is required if schools are to achieve their full potential as institutions and integral parts of the community. Most people belive school systems should be accountable to clients (who support them) for achieving goals set by clients--to some level of satisfaction. To some, accountability also means shared lay-professional responsibility for learning. Luvern Cunningham (1969 and 1971) sees accountability as having two dimensions: access to information about performance and ability to change factors responsibile for unsatisfactory performance. Since the total educational system is so gargantuan, such that it seldom or never is visible to any one person or group at a time, accountability is necessarily shared. This presents particular problems

for the public. They need to be educated--provided with facts and with information about how and where to influence, in order to exercise their share of responsibility for public schools.

A number of authors and references reviewed in Part II make a case for educating and involving parents/community in decision-making. They include Fullan (E-8), Pomfret (E-7), Sumption and Engstrom (F-2); and material from Alum Rock (E-1, the Urban/Rural School Development Program (D-1 and 2), Afram Associates (C-1, 2, and 3), Home and School Institute (B-1), and the Association of California School Administrators (A-6).

The need to involve parents/community as educators, resources for, and motivators of students is equally important and apparent. Evidence is plentiful that factors other than teaching in schools influence learning success or failure in school. There is considerable consensus that interactions between parents and children have much more effect than socioeconomic factors, though more evidence on specific behaviors and cause and effect is needed. But attitudes and behavior concerning learning and school, on the part of both parents and students, have considerable influence on learning, and these may be modified through parent involvement and education. The resources available to the school through parents are a veritable gold mine which remains relatively untapped (Bloom and Nelson, 1973, B-5). There is overwhelming evidence, from most sources reviewed here and elsewhere, that involving parents/community in schools in meaningful ways will result in benefit to the schools and the students. Involvement in schools is a learning process for most parents. If they are to understand education issues, options, and techniques for helping their children learn in school, they must first learn themselves.

Some Assumptions Underlying Roles and Relationships

Let us look more closely at role distinctions and interrelationships, and assumptions which underlie them, as the basis for parent/community education. All sources in the material reviewed supported some kind of partnership between the parents/community on the one hand and teachers/school on the other. There are, of course, some differences in the nature of the partnership or collaboration which is proposed or described. And some assumptions and perceptions are conveyed about who should do what in terms of competence, interest, right and/or authority.

The National Education Association (NEA) materials, for instance, are somewhat ambiguous. The article quoting the Gessell Institute (A-1) gives the purpose of parent involvement as creating a cooperative partnership bringing parents into the classroom where they can play an active part in their child's education. Another NEA reference (A-2) suggests parents are not to be involved in the planning stages of processes suggested for parent involvement. Parent interest is to be generated "after the staff's planning for parent involvement is completed." The same reference says later that parents' ideas should be considered in planning "to foster the desired partnership." The NEA literature stresses "nonpolitical" involvement of parents in the school, as well as clarification of the roles of professionals and paraprofessionals before planning to involve parents.

In an NEA journal article not reviewed in Part II, Elizabeth Mallory, former national PTA president, feels it is a public role to set limits on what schools are expected to do, and a parent role and responsibility to send to school healthy, well-fed children expecting pleasant experiences (i.e., motivated to learn). If parents do not fulfill this function (or cannot be educated to understand its importance, it is implied), Mrs. Mallory believes the student will not learn, regardless of the system of instruction. She also notes that enlightened districts, still the exception, actually let parents help make decisions after first giving them necessary background information. In the same article, a student is quoted as saying that both student and parent organizations are suffering from identity crises. They don't really know what they're supposed to do. ("Parent-Teacher-Student Involvement in Education Decision Making," Today's Education, April 1972). National PTA president Lillie Herndon stated in the May 1974 bulletin that it is the parents' responsibility to make their views known. Education is too important to be left entirely to professionals (See review of PTA material in Part II, A-7).

The New York State United Teachers Inc. (affiliated with both the NEA and the AFT-AFL-CIO), applauds "efforts at school-community articulation," and recognizes that greater public understanding of educational goals and activities will lead to greater support. But one of the most apparent contrasts among materials reviewed relates to that

organization's assumptions about parent competence, interest, and legitimate involvement. This organization has recently taken a restrictive stand on the use of parent volunteers as a "potential danger and concern" for teachers. The NYSUT claims that volunteers have never made a significant impact on the educational program. The reasons for the stand deal with problems of certification of competence of volunteers, the undermining of job security through volunteer performance of employee work, and an assumption that volunteers have no career goals. The official position ends with the statement "unfortunately, all too often the local teachers' organization is the only group with professional expertise to be primarily concerned with what is best for children and education." (See review of NYSUT, A-8, for further explanation of this point of view.)

The monograph on participative management and decentralized decision-making by the Association of California School Administrators (ACSA) (Review A-6) presents one administration view of respective roles. It contains a sample chart of authority relationships in various decision areas (e.g., establish policy, develop goals, develop objectives, develop community relations, evaluate instructional program); and at various levels (ranging from "may be consulted" to "actual responsibility," and including "approves" and "advises"). The matrix is completed for nine interest groups, including board members, various administrators, consultants and coordinators. Parents and community are not included--are not assigned a role at any level of decision-making on the chart.

Other clues to ACSA administrators' perceptions about respective roles are found in a quote by Peter Drucker describing management as "the development of people," and a comment that parents/community should be involved in setting goals and should be "kept informed" of plans for achieving goals. Elsewhere, the primary function of parents/community on advisory committees is described as to educate parents and for two-way communication (i.e., presumably to educate both staff and parents). One model for school-community councils has parents, students, and teachers meeting together as a council representing their constituents in advising the principal, who serves as "advisor" to the council.

The Illinois survey mentioned above found at least 94 percent of each group surveyed favored community, teacher, and student input in

curriculum and course offerings, while there was considerable agreement against involvement in hiring and/or evaluation. Several sources advocate a role of critic for parents/community as the only way to maintain high quality and ensure competence in teaching. None imply that parents/community should be the only evaluators.

Scott Thomson (1972), former superintendent of the Evanston Township High School, suggested that a return to simpler relationships might considerably reduce the number and kind of parent/community functions. He recalled that the frontier schoolmaster who taught 18 youngsters and boarded each month with a different family was probably the most accountable teacher of all time. The system worked well; the goals were clear; and two-way feedback was continuous. Another educator view from the past about the competence and expertise of parents comes from the private school sector. Early in the century, Francis W. Parker believed:

> A layman with good common sense and a sympathetic understanding of children could discover how children learn and how best to help them and that therefore wise mothers often intuitively applied the basic principles of education better than those learned pedagogues who are more interested in educational theories and statistics than in their results upon the children they teach. (Flora J. Cooke, Francis W. Parker as I Knew Him [Chicago: n.d.]).

In the more recent past (late 50's and early 60's), Sidney Marland, then superintendent of public schools in Winnetka, Illinois, stressed the importance of the layman's role (Washburne and Marland, 1963). Parent/community involvement on committees is not threatening to teachers, he found, if the initiative and guidance is retained by the board of education and the school district. Rather than implying an abdication of board responsibility, the use of lay committees actually aids the board in immense tasks which it could not accomplish on its own, and permits wiser decisions and wider community acceptance. Winnetka schools at that time used lay advisory committees in policy areas which included salary, curriculum and school organization. Marland, as an administrator, expressed his view about respective relationships:

> If we, at this time, are traveling with a favorable wind in school-home relations, we believe this condition derives first from devoted and skillful teachers, willing to spend the extra hours for person-to-person communication, and secondly from the total attitude of Board, faculty and administration which

> welcomes honest and responsible citizens into the study of education's affairs, reminding ourselves as responsible professionals that we are also the servants of society. We work hard at this task . . . we count it as something much larger than public relations (p. 317).

The Afram Associates materials label parent involvement as a social necessity, not just a good idea. Daniel Safran says parent involvement should be considered an opportunity instead of a warning. And the Home and School Institute encourages parents to take an active role: to expect schools to have a guiding philosophy of education, to communicate this to all parents, and to tell them how they can work with schools in a true partnership. (See respective reviews in Part II: Afram Associates, C-1, 2, and 3; Safran, B-8; Home and School Institute, B-1.)

Some sources mention the hesitation of parents, particularly low-income parents, to approach teachers and school officials. Jim Terry, a former staff member of the Leadership Training Institute of the Urban/Rural School Development Program, said that once the myth of teachers as the sole experts is eliminated through contact suspicion melted away. It was "you" versus "us" when the School/Community Councils of laymen and professionals were first formed. But when the stereotypes began to diffuse through personal contacts, he claimed, there were no sites in the project where parents and teachers couldn't sit down and talk together. The councils came to serve both a business function (decision-making) and an education function. (See review of U/RSDP in Part II, D-1 and 2.)

A graphic reflection of assumptions about the roles and relationships (the partnership advocated by all groups) is demonstrated by comparing the emblems used on NEA literatures with that of the Home and School Institutes. In the former, the student (circle) is joined on either side by parent and teacher, showing an intersection between parent and teacher: this is a fairly realistic portrayal, in my experience and observation, particularly of relationships at the secondary school level. The partnership depicted by the HSI, in contrast, has all three elements (home, student, and school) intersecting and thus interacting.

With respect to parents' own perceptions and interest, several references express concern that teachers may conclude that parents, particularly low-income parents, lack interest in their children's

education. John Bloom and Richard Nelson (1973, B-5), among others, conclude that apparent lack of interest may mask embarrassment or feelings of inadequacy on the part of poorly educated parents, and a fear that their child or their own lifestyle may be criticized. Those feelings presently function as barriers, but the barriers can be eliminated. The Afram Associates materials (C-1, 2, and 3) provide further evidence and another explanation for apparent lack of interest and hostility. Parents know it is unlikely that teachers who do not respect them can respect their children. Also, after working in a community-controlled school, parents developed a dual point of view--seeing themselves as both teachers and parents and interacting well with the staff.

A good example of conflict in roles is that of an elementary school teacher who now has a child in another school in the same district. He resents too much parental influence, particularly when the principal at the school where he teaches "gives in" to pressure from overly directive parents. But he readily admits to a very different perspective in his role as a parent, now that his own child is having some problems which he attributes partially to the teacher at the other school. He intends to demand his rights to a good education for his child. He is aware of the contradiction, which undoubtedly tempers his thinking and actions as both teacher and parent.

The issue of professionalism and expertise is raised indirectly by several sources. What does professionalism <u>really mean</u> in education? That does not seem to be clear to either professionals or laymen. As one parent succinctly put it, "Just what is it you want us to do, and what do you want us to leave up to you?" Neil Postman and Charles Weingartner (1973, C-17) address that point directly. There are many legitimate meanings of the word professionalism, they say. But one that does not apply to teachers is that they have a body of knowledge and procedures ensuring better results than others who have not acquired that body of knowledge (or certificates). This is similar to Francis Parker's view quoted above.

There is general agreement on the need for a shift in respective roles, but no agreement on the source of the initiative or the form new roles should take. If the decline in lay participation and school-community relations resulted when educators assumed the management and

major decision-making role in past decades, William Strand (1963, F-1) contends, it is administrators who must assume leadership in reestablishing effective interdependence. Yet he believes society itself must furnish the motivation and reward for increased interest and participation.

Don Davies (C-16) also underscores the importance of administrators taking the lead in instigating changes, for the practical reason that the assumptions held by policy makers have most influence on programs and types of parent involvement. The Pennsylvania Department of Education's Guidelines for Public School Communication (1971, F-4) states that the school must take the initiative for promoting better school-community relations, but the school board must take primary responsibility for assuring that good communication is taking place.

Davies, Fantini (E-5), Pomfret (E-7), and others contend that the increasing pressure for and availability of choices will stimulate new roles, and will (or should) result in a reassertion of parent/community rights of choice and democratization of the education process. It will also result in decreasing the importance of the role of any one group and in a more difficult job of administering schools. Milan Dady (1972, F-5) sees the school staff's function as shifting from professional control to cooperative planning, as parent responsibility shifts from mere support to genuine involvement. Albert Shanker, who now heads the American Federation of Teachers, AFL-CIO, also advocates choices within school systems for teachers and parents, although his position about shifting parent roles is more conservative than that of others.

While some parents readily will exercise these "new" rights, others will probably continue to delegate responsibility to professionals and school boards. The PTA and other sources point out that old habits are hard to break. One explanation given for past lack of parent/community participation in the role of critic is that they tend to hold vague, supportive views about education and schooling (which most people equate) because they think it is somehow "the American way"--it is expected of them. The in-district voucher experiment in the Alum Rock School District, reviewed briefly in Part II (E-1), is perhaps indicative that some changes in parent attitudes and roles are occurring and that change is possible within the system.

Changes in teacher education are also proposed as a source and means for role clarification. The traditional attitudes of professionals about the role of parents/community need to be changed, and teacher competencies need to be defined. Training programs must adopt a philosophical stance in support of community involvement; they must be theoretically based on the lives of children in the real world. They should be restructured to reflect these changes and new kinds of parent/community involvement in schools. Teacher and administrator competence in working with parents/community need particularly to be examined. (See reviews of Harris, 1972, B-7; Safran, 1974, B-8; and the HSI program at Trinity College, B-1.)

Michael Fullan (1972, E-8) proposes a radical restructuring of the role of the "user" in all stages of the change process in education. A complete reversal of the direction of influence is needed, he contends, if any real change is to result. His analysis of the North American experience reveals that attempts to improve school systems from within have failed to recognize that it is the system that is the problem. He proposes "devastating critiques" of the system from outside by users. Several of the sources reviewed in Part II (Lurie, 1970, C-5; H. Hess, 1973, C-14; Postman and Weingartner, 1973, c-17) might be considered examples of such critiques.

The isolation of public schools from parents/community, while perhaps understandable in the historical context of abuses of lay control at the turn of the century, is currently not serving the best interests of students. Again, this is more prevalent at the secondary level. Whatever group should take the lead, sources reviewed agreed that professional and public attitudes about the parent/community role and responsibility in education today--and their knowledge and skills--need to be changed, can be changed, and in some cases already have been changed.

Sources of Conflict: Adversary or Collaborative Relationships

Public schools fail in their basic function if they are not continually in touch with the changing needs, societal and economic, in their communities. William Strand's 1963 analysis (Review F-1) of the San Francisco Peninsula found it "almost" conclusive that the school regards itself as a closed system, concerned with survival and preserving its

own identity, limiting communication within the community except when equilibrium is threatened. Other sources eliminate the "almost" in their conclusions. Public schools have generally been closed to public influence, particularly at early stages of problem resolution and policy development. Almost half of the citizens surveyed in the Strand study were convinced their only voice in school affairs was through voting, and two-fifths thought education too complicated for them to understand. Strand contended these community attitudes acted against efficiency, and concluded that increased criticism of the schools, and more education about education so criticism would be "informed," was the only answer in the long run.

Other literature strongly supports the need for better public information and education efforts, but provides few concrete suggestions for educating and involving parents. A nationwide study of school-community relations conducted in the 1960's by Richard Carter, William Odell, and others (1966) also found the public lacked "understanding" (defined as common perceptions) of education issues. More recently, a study of "Citizens' Views of Big City Schools" in Ohio reported that citizens "know little about the structure and process of education at both the district and building level. . . . Few people could support opinions with facts." In suggesting a reassessment of traditional communication programs, the Ohio report states "even the highly touted two-way communication model assumes that a clear understanding of factual information will lead to more favorable and supportive opinions about the schools." Their data indicate a citizen's knowledge of schools may not be related to his attitudes (Kleine, Nystrand, and Bridges, 1969).

The American School Board Association article on public-opinion polls notes that three factors comprise public understanding: public opinion, public knowledge, and public vision. Since most school public-opinion polls measure only the first of these, they are apt to reflect either "disarmingly dangerous complacency, or frustrating and puzzling misunderstanding" (see Review F-6). The report of a 1967 conference on "Public Understanding of Education as a Field of Study" made a strong case for the need to give major attention to the public's perceptions of the roles of schools, and to the public's understanding of facts. The review of this source (F-3) also reveals some reasons why school people

have had trouble communicating with the community, a first step to resolving problems.

While educators have continued their one-way "tell them and sell them" policies (to use Milan Dady's words, Review F-5), at least until recently, the need and demand for public information, education, and involvement is rapidly increasing, as discussed above. Yet most schools of education, to the author's knowledge, still do not educate teachers and administrators in skills of communicating with the community and working effectively in true partnership roles.

This problem is a source of growing frustration among parents and community. Information is a major resource, necessary to control of other resources. Administrators cite problems of attracting public interest as an obstacle to keeping the parents/community informed. The public is more interested in events far afield, according to one view (presented in the ACSA (Administrator's Publicity Handbook, F-7), or in football teams, fishing, and taxes. Public attention must be attracted to the schools, by moving fast with emphasis on humanism and people. This view of the public's level of interest in schools, or at least in education, contrasts somewhat with the Illinois and Gallup national surveys reported above. Both of these polls also found that newspapers are the major source for the public's information about schools, though "opinion leaders" (those active in schools) get more of their information directly from school sources.

Charles Stough, who formerly headed a school communication program, also found that the public does not usually question educators until something goes wrong, and then "all hell breaks loose." There are too few schools where parents can drop by and talk about a problem before it builds to a critical, high-conflict stage. Instead of spending "so much money on PR" to perpetuate a "pedestal creation" image, he suggests sliding the oaken dest out from between educators and parents. Bringing about the humanization of teachers will be easier, he thinks, than was building the artificial realtionship which now exists. (See review of Stough's "When PTA Meetings are Held in Clancey's Bar," F-8.)

With respect to the power struggle or so-called political dimension of school/community or professional/lay relationships, it is helpful

to remember that "politics" is defined as the theory or practice of managing affairs of public policy. Since many decisions made in schools--at the classroom, school district, and state levels,-- relate in some way to school policies (which in public schools is public policy), politics is and has always been a major factor in school affairs. Distinctions between political and nonpolitical kinds of parent/community involvement are not clearcut. Whether and how parents/community may be effective as educators or assistant educators of children (e.g., volunteers and paid aids) is "political" where disagreement exists on that issue, for instance.

Much of the concern and friction generally called "political" in schools today has to do with redressing the power balance to ensure an effective public or consumer voice in that balance. Of particular concern at present to knowledgeable members of the parent/community is the growing power of teacher organizations. The facts that: teacher salaries comprise the bulk of the budget; that teacher jobs and in many ways performance are protected by tenure laws; and that education program-related issues are increasingly being negotiated in collective-bargaining sessions which are closed to the public--all combine to raise the level of frustration and concern about parent/community control and influence of their schools, and tend to encourage adversary rather than collaborative partnership relationships.

It is important to remember that power is not necessarily a fixed commodity. When new people or groups gain "power," they do not necessarily take power away from someone else. I am frequently reminded of a remark by a California Superintendent from a district which has wide staff and community participation. When asked by colleagues if he wasn't concerned about losing power, he replied that he has never had so much power as he presently has, when he can say "we decided" instead of "I decided."

Power can mean access to information and opportunity to influence, as well as authority to make decisions. All that is needed for parent/community influence is for someone in "authority" (teacher, principal, administrator, board member) to really listen, and then change or decide in a way which serves that particular parent/community interest. This also requires that the individuals or groups in the parent/community

(1) know who has authority to make the decision or change, and (2) have access to that person or group.

Although community involvement and influence in decision-making is a political activity, moving that involvement closer to those directly affected, and emphasizing the individual student, teacher, and parents as the center of the education process, can serve to safeguard against small groups of politically-motivated activists having undue influence at higher levels. Physical isolation of teachers from parents has been pervasive in most large districts, and has contributed significantly to misunderstanding, tensions, and lack of common goals. The partnership concept of student/teacher/home, permitting more personal interaction, could serve eventually to defuse major power struggles, though increased conflict is likely to be an initial result. The return to simpler, interpersonal relationships, where it has happened, has proved in time to increase mutual trust, decrease unfounded fears, and build better understanding. Fears that early childhood education programs will undermine the family, for instance, subside if and where professionals work closely with parents and emphasize that their intent is to supplement but not replace the family education role. (A number of the references reviewed in Part II speak to this issue.)

Two final comments about the political function of education in a democracy, arguing against "keeping politics out of schools," appeared in the September 1973 issue of Phi Delta Kappan.

> Our polity rests ultimately on the assumption that when ordinary men and women are suitably informed they may be expected most of the time to make political choices with intelligence, with reason, and in good faith. To support that assumption and give it continuing validity is one of the principal functions of popular education in a democracy. If our education has fallen short in performing that function, we had better know about it and we had better be doing something about it. (John H. Fischer, "Education and the Commonweal: Observations After Watergate,")

> The political function of education in our society is quite simple: to prepare people to protect themselves. We do this by helping people understand how the various institutions operate through which the government protects us, and those by which we protect ourselves. And maybe most important of all, we do this by helping all to realize that our present arrangements are not perfect--indeed, that they will never be perfect. Although there are no foolproof political

> arrangements and no surefire educational schemes, the genius of our political arrangements is that they are self-renewing, if we educate people to our protective theory of government. (Henry J. Perkinson, from an unpublished article titled "Watergate: The Shame of the Educators.")

The Processes of Parent Education

The scope of this project did not permit an exhaustive review of sources resulting in a comprehensive list of what to do and what to avoid in educating parents and community about education. In any case, a single blueprint is unrealistic, considering the variables involved. Different segments of parents and community want and need different content and methods at different times in the process of learning about education. This section focuses on the following questions:

1. What are the guiding principles and characteristics of programs that seem to be effective? What are the methods and techniques which seem to work?

2. What constraints and obstacles are to be overcome? What problems are avoidable?

3. How can parents be interested, and be educated (encouraged, influenced, trained) to act on information. How can parents/community be effectively involved in innovation and change?

4. What unanswered questions need further study? What problems need action? Are there unsolvable problems?

It should be clear that the specific "how" and "what" of parent education will vary with: (1) The purpose for educating (e.g., for broad community understanding and support; for choice among new alternatives; for helping parents to educate and motivate their own children; for special education needs such as educationally or physically handicapped children). (2) The individual or group to be educated, with respect to socioeconomic and ethnic characteristics; education and interest levels; size of school district; school level (i.e., elementary, secondary, preschool, adult); attitudes of professionals and authorities; and attitudes of parents about education.

All of these factors define parent/community education needs and demand different and often multiple approaches to educating parents/community. Some examples will illustrate:

An elementary principal in a suburban district with a highly educated, sophisticated parent population commented that, while parent education materials developed by the NEA convey messages he thinks it important for parents at his school to hear and discuss with staff and each other, he considers the format and content of those materials unsuitable for that particular parent population.

The frank, blunt language and methods used by parents in inner-city schools, after years in education systems unresponsive to their needs and their children's needs, would probably not be acceptable for educating parents in some suburban and rural districts--at least initially--even though some of the underlying messages may be responsive to these citizens' concerns.

At present, only a minority of parents in most schools take an active interest in education, and are therefore willing to spend time to learn about education. This number significantly decreases as the age level of students rises. Parents who are actively interested only on occasion require different methods and content in the parent education process.

As more parents come to understand the importance of the need to make choices, to influence policies, to better understand issues and practices, and to support programs at school and at home, these differences will undoubtedly lessen with time. But for the present and in this monograph, it is not possible to give a specific set of answers to the "how" and "what" questions which will fit each situation. While both content and means are critical to success in parent/community involvement and education, a single set of effective strategies is unrealistic. An analogy in the Training Manual by Gerald Pavloff and Gary Wilson (1972, D-6) is particularly appropriate for those who know something about what they are doing: A good parent involvement program is like a rich stew--"nearly everything you add makes it a little better;" "keep stirring it with new approaches."

What follows in this section are some generally applicable characteristics, principles, and suggestion. They are culled from the sources reviewed, interspersed with a few additional examples from personal knowledge and experience. Part II is much richer with specifics about the "how" and "what" of parent education in two respects: (1) it contains examples and hopefully seeds of ideas for adaptation and experimentation in the reader's own setting; and (2) readers may selectively follow up by obtaining further source material and informa-

tion most suitable to their own needs.

Two characteristics seem to be major indicators of success or failure in parent/community education programs and methods:

1. The quality of leadership, particularly including skills in DEMOCRATIC leadership. The principal's leadership ability and attitude toward parent involvement is particularly critical, although those of the superintendent at the district level and those of the teachers toward parents and community are also obviously important. An innovative spirit and hard work are additionally important where change in involved, which is usually the case, since parent education has not been a common practice in schools.
2. The degree of involvement of all concerned and affected from the planning through the implementation stages. Where the changing conditions discussed in the previous section are demanding new roles and relationships, the attitudes and thinking of all participants must be modified. Learning or training together in a partner relationship is widely regarded to be the critical factor in effecting real change. Involvement of spokesmen from the parents/community from the outset, in planning for methods and materials to be used to educate parents, is particularly important. For instance, Grace Harris (1972, B-7) sees the real test of an experimental program, once it has been deemed to be of high quality, as the extent to which it is adopted into new, expanded, or permanent programs. (See Ahrens, 1973, E-4; Foster, 1969, B-6; Strand, F-1; and Diffusion Strategy Guide, E-9, in reviews in Part II.)

There is growing evidence that where a total "community" (school, area or district, task group, etc.) is given the opportunity to learn and grow together, a new educational structure and environment emerges which also builds people and benefits students. A return to the simpler face-to-face relationships which laymen and school people once had helps to restore mutual trust and confidence. Where this kind of participation occurs, parents are again recognized as joint workers in the education endeavor, rather than as recipients of information on the sidelines. All parties come to understand: (1) how each can uniquely and meaningfully contribute to the education process, and (2) the nature of respective roles, realtionships, and interdependence. Strand's

research (1963) found a "high sense of efficacy" on the part of school/community as most closely related to support of schools.

A collective education process is seen as very important for changing teacher, parent, and administrator attitudes which have heretofore inhibited mutual understanding. Members of each group begin to empathize with others, even where they disagree on positions and values. Myths, misconceptions, and fears fade as unknown facts and people become familiar, and as differing values and positions are defined. Remaining problems can then be addressed from a basis of common understanding if not agreement and, in time, from a feeling of common cause.

Some Illustrative Examples

Before offering some suggestions, I want to present a few specific examples to illustrate the above principles. Several are taken from suburban settings, to provide balance with sources reviewed in Part II, which deal mainly with urban and a few rural situations.

> Ten years ago, some teachers in an elementary school, with support of a few parents, decided to introduce a form of nongrading. One parent was particularly and directly involved in the effort from the beginning. Several of the teachers invited her to accompany them to a demonstration school in another city, over objections by some other teachers and some PTA members who felt this was going beyond a parent's legitimate role. Some parents helped out by reviewing and summarizing literature to distribute to staff and parents, by conducting information meetings for parents before changes were introduced, and by answering the many parent queries about the nature and impact of changes after they were introduced.
>
> Two or three years later, another new education program (based on the methods and ideas from William Glasser's book Schools without Failure, 1969) was introduced in another elementary school in the same district, after considerable staff planning. The parent leadership was informed of the changes only shortly before school started. The rumor mill was rampant and full of exaggerations about what the changes would mean, and the superintendent was hurriedly called to calm a room packed with parents and to belatedly explain why and how the school was picked, what planning had been done, and what objectives the staff hoped to accomplish.
>
> A decade-later footnote: The first school described has since converted to an "open classroom" format at the instigation of the teachers and with considerable, continuing parent/community involvement. The current principal described an open house last spring in which many parents, including fathers,

attended school for a day and then met to question the staff about this education method. He reported that parents were the best educators of parents. The many parents now helping out in the school as volunteers provided most of the answers. Speaking as parents who know the school, their answers were apparently more "authoritative" and helpful to less active and knowledgeable parents.

A parent with years of experience in the PTA, on various advisory committees, and a frequent school board attender (not generally as a critic) included these remarks when she was asked to appear as a panelist in a district staff workshop on school-community relations:

> From wildly different positions, members of the community including students, feel isolated from the workings of their own school system. Underlying many specific problems is this one basic one. The community believes it has a legitimate right to be closely involved in decisions affecting the schools, for what seem to us obvious reasons--the students in schools are our children for whom we are responsible, they are in school because the law says they must be, and the community pays for the schools. This sense of a right to help determine school affairs runs smack up against the professional educators' belief that 'we're the experts, we know what's best, we'll decide.' That is a very bald over-statement of an attitude we meet in varying degrees. We are not clear what 'professional' means in education, about how you see yourselves in relation to us . . .
>
> Teachers and community cannot now come together easily to talk about problems and goals, to propose and reject solutions. You need to hear us to know what we are seeking and to help us define it. We need you to explain situations and limitations within the schools of which we are unaware. This exchange needs to happen early and regularly, not after decisions are nearly set or some alternatives already discarded. Let's take the ideas of all the school publics and let the filtering process go on jointly among professionals and community.

Footnote: This parent has since removed her remaining school-aged child from the public schools to a private school.

The staff of a suburban high school approved a plan proposed by some students and teachers to substitute a "Critical Issues" program for the regular school program for three days. (Regular classes had been suspended for three days the prior year for special activities during "Environmental Awareness Week.") The list of special activities and course offerings for the Critical Issues event, to which all members of the community were invited,

appeared philosophically and politically unbalanced to some of the adult community, who pressured the board to disallow the event. Without taking time here to describe what ensued or identify all of the issues involved, it is sufficient to report that the board decided not to prejudge whether the event would satisfy existing policy regarding permissible education programs. The event generated wide interest and mixed reactions, both strongly supportive of the educational value and full community interaction, and strongly critical of this educational innovation. Students, staff, parents, principal, and board learned a lot about the diversity of educational goals and needs; about how to satisfy them without imposing solutions which too heavily impinge on the rights of others; and that change and progress requires experimentation, permitting some degree of "failure."

An eighth-grade course in American Political Behavior was adopted in a suburban junior high school, after considerable planning and experimentation by the social studies staff, followed by considerable community controversy. A case study of the incident shortly thereafter determined that much of the controversy resulted from not involving the community and board early enough in the process. Quoting from the study:

> Given the history of the district, the professionals did not believe they were exceeding their bounds, but were assuming their usual role of being the authority figures upon curriculum matters. . . . Traditionally, as one board member tartly said, "You're always too late as a Board member. You discover you're always too late; that there's too much study gone into this for you to come as a Johnny-come-lately and make a negative decision."
>
> It would appear that a change in administration policy will result from the controversy surrounding this curriculum change process. Provisions will need to be made for community and Board inputs into the curriculum process. . . . It is unlikely however that such development will overturn the present grip exerted upon the early stages of the curriculum process by the professional educators. . . .
>
> Over-riding. . . was the issue of professional versus non-professional decision making. . . . The cry was, if you really intend the curriculum to reflect a synthesis of the best community and professional viewpoints (as the administration suggested), then take note of what we are saying. In essence the community group was saying that though the administration payed lip service to joint interests in decision making, their control of the early stages of the decision making process ensured that they only payed attention to the community views that fitted their own philosophical directions. (From "Influencing the Curriculum Change Process: A Case Study of a Selected School District," a dissertation by David H. Hampson, Stanford University, July 1971.)

A parent, long active in schools and with professional training and experience in school-community relations, was preparing to serve as a panelist in a workshop on "Building Trust in the Community." Sponsors of the workshop included the school boards in the county, the county office of education, and county members of the state association of school administrators. Coincidentally, the parent happened to hear that the statewide adminstrators' association was developing materials for training its members on the same subject. To express interest and support for a long-overdue effort, and to offer help and suggestions, the parent made an appointment with one official of the association and sent a letter to the administrator in charge of the project, who planned a trip to her area. The letter was never answered. The appointment was canceled by a secretary, and only rescheduled after the parent wrote a letter explaining the dilemma of appearing on a panel to discuss "trust in the community," when a community perspective (backed by professional training) was being so obviously ignored by one sponsor. After apologies and a good discussion during the rescheduled appointment, the offical dictated a letter to his colleague in charge of the project, suggesting that this parent's experience and training might be a useful resource. The parent had no further communication from either administrator; and while she refrained from mentioning the incident at the workshop, it certainly contributed to considerable cynicism on the part of one panelist.

The State of Washington, as a result of public disenchantment and "bewilderment" about the processes of education, and particularly about the new phenomonon of teacher--school board collective bargaining, has undertaken a legislature-financed project of weekend training workshops. They are designed to train teachers, school-board members, administrators, and the public in general (hopefully a total of 6,000) to help them determine "who in the whole process of education has the responsibility to decide what." The training is in several approaches to problem-solving as well as the traditional negotiations techniques. It aims to help in distinguishing between problem situations which lend themselves more to collaboration and those which are most appropriate for the negotiations approach. Dr. Hannon, Assistant Superintendent for the State Department of Education and Director of the project, claims that people in districts which have previously experienced strife are now working more effectively together as a result of this training program. (From testimony before the Commission on Educational Governance, Portland, Oregon, June 1974.)

Some Suggestions*

1. DEMONSTRATE that parents and community have the right to share in school procedures and a real contribution to make in education. Actions speak louder than words. Just saying parent involvement is welcomed is seldom sufficient. Don't talk "partnership" unless you are prepared to define its exact nature and to work out a relationship that generally satisfies all affected persons. For instance, don't say that top priority is given to the learner over teachers' and administrators' convenience and talk about decision-making at the "lowest level" (nearest the learner), unless you are prepared to back this up with evidence and action.

Part of the problem of parent/community interest (there is no way of telling how much) results from the fact that today's parents have been educated to leave education matters up to the experts. If educators now realize that the interactions between parent and child can substantially influence the child's self-image, attitude about school, learning, and achievement, and that an informed and supportive public is needed to guarantee quality education, then it is incumbent on educators to re-educate parents who do not understand this. This means changing some parent/community attitudes, providing them with new information and teaching them new skills. And it means the reverse: parents changing teacher and administrator attitudes, providing new information and helping professionals learn new skills about how to help their children learn and about how to communicate with other parents. (For examples, see McLaughlin, D-3; ACSA materials, A-5 and 6; and the strong statement by the Alum Rock superintendent about the importance of parents' chosing the best education program for their child, E-1.)

2. Give parents a meaningful role--a sense of identity with education and schools. Most parents will not participate at all or continue to participate unless they know it makes a difference. Parents are becoming keenly aware of "tokenism," and of the tactic of being placed on a committee, working hard and coming up with a report or recommendations, being profusely thanked, and then watching as the practices which created the problem under study continue unchanged.

*The first three suggestions are supported by many of the references reviewed in Part II. Only several examples are given in each case.

Parents need to see evidence that their efforts are not wasted. They do care. Parent/community involvement needs to be related to existing interests and skills. (For examples, see Eva Baker, 1972, C-15; the Urban/Rural SDP materials, D-1 and 2; and Afram Associates material, C-1, 2, and 3, including the comment that most meetings are a bore and organized to smooth over problems rathen than getting parents involved in solving them.)

3. Use parents to educate other parents. It's cheaper to use volunteers, and paraprofessionals who work for less than certificated and other professional staff; and it has proved to be more effective. Particularly when working with low-income parents, enlist the help of a small group, and get them to plan and then implement programs to educate other parents. Since "opinion leaders" (already active parents) are more motivated and get more of their information from school sources, which may mean it is more accurate (per Gallup and Illinois polls), concentrate on this group. Expand its ranks and ensure that these people are well and accurately informed. (For examples see Pavloff and Wilson, D-6; McLaughlin, D-3; and United Bronx Parents Materials, C-4 and 5.)

4. Stress individuals and families and their needs. Avoid always using a group approach with parents. Use more home contacts (visits, phone calls and letters), but plan them carefully first with parent spokesmen, or they may further alienate parents. People who make contacts should have demonstable communication skills and an understanding of the community and its education issues and problems.

5. Base districtwide communication programs on these four principles of good school-community relations (from Sumption and Engstrom, 1966, F-2): (a) recognition of the school as a public enterprise; (b) recognition that public schools in the U. S. have the unique function to seek out the truth; (c) structured, systematic participation by the community in educational planning, problem-solving, policy-making and evaluation; (d) clear and effective two-way communication systems which permit the community to know its schools and the schools to know their community.

6. Use simple, clearly stated language. Broadly publicize clear statements about education goals, objectives, and alternative education

methods and programs to achieve them. If more professionals could be persuaded to write simple statements to educate the public (e.g., Postman and Weingartner's The School Book), dealing frankly and directly with such sensitive issues as "what is a professional in education," the ranks of what educators consider negative school "critics" should be depleted.

7. Process is as important as product, or more important. Reinventing the wheel from scratch is to be avoided; it is frustrating and a waste of time and effort. But in this kind of learning, experience, interaction, and self-invention are important. Depending on the task, some parameters and direction (with built-in flexibility) usually prevent feelings of futility, frustration, and "spinning wheels." Existing materials can be useful as stimulators and resources.

8. Provide resources. Among the necessities are organization support, and materials; training in communication and group process skills for all participants; training in how the system works. Remember that new roles and relationships require new skills and knowledge, plus learning how to act on that knowledge.

9. Emphasize quality and content over quantity. As one teacher remarked about the "paper storm" in one district, "Communication has increased, but credibility has decreased." The problem is an "interpretation gap," rather than a "communication gap" in the sense of more information.

10. Don't expect major change too fast. Changes which involve restructuring roles and attitudes are often incremental and unnoticed.*

Conclusions

Parents and other members of the community must be educated about education, because they need to make judgments and choices about education goals and priorities: which of many education functions it is possible and most important for their schools to carry out. And since education goals, once stated, are apt to be general and subject to multiple, sometimes contradicting interpretation, they need to know how these goals are being interpreted in practice; how and whether objectives are being achieved. They need to know who creates and implements

*Some suggestions for changes in teacher and adminstrator education were made in a previous section.

education policies and practices which importantly affect them and their children, and how and where to influence these people, whether teachers, district authorities, state or national legislators, professional training institutions, publishing firms, or teacher organizations.

Since it is generally concluded that school policies have not recently reflected many of the publics' interests, they need to have some voice or influence in education policy-making; they need to know how to be constructive critics of their schools. And lastly, but not least important, they need to know whatever educators know about how they (parents and community) can help educate their own children, and help provide the best education for all youth and all learners in their community.

It is likely that public education will become continuous or intermittent for all age groups. Parents and community need to understand why that is important and what it means. Many of them already do understand this, perhaps better than educators.

We are talking about a new role for parents and community, including students, and therefore about a changed role for teachers, administrators, and board members. So parent/community education about education also requries that all groups learn new skills for interacting in new ways with people and groups who have very different perspectives, attitudes, and knowledge. The new role distinctions will most likely be based on emerging evidence and opinions about competence, rights, authority, and education needs. I would predict that there will still be important role distinctions, based on who is convincingly competent and who is willing to accept responsibility, as well as on who has authority and who can wield power.

Many parents, motivated by discontent and strongly felt need, are taking the initiative to educate themselves about education. A few educators are helping them. But mostly, professional educators are working at educating parents only selectively--educating those they want, when they want, with what they want, and how they want. While often well-intentioned, these efforts are apt to fall short because there has been no real effort to find out what particular parents and community members want and need.

Many parents have been excluded or ignored under the aegis of "keeping politics out of education," as well as on grounds of "lack of expertise." But politics means resolving value conflicts in determining policies and practices in America's public institutions. Now that the theory of a "unitary community" is no longer generally accepted, either inside or outside the school, politics is here to stay in public education, at least for the foreseeable future. Likewise, it is no longer accepted that teachers are experts and parents are not in the broad context of educating children and youth.

Education researchers, and all others who believe that the quality of public education depends on the public's having a fair share of influence, can help by analyzing what seems to work and what does not in parent/community education and involvement, and by developing more evidence about how parents and community can help in education. More evidence is needed not only on how parent/community involvement affects cognitive and achievement gains, but on the indirect effects of such involvement; for instance, on increased public understanding and support of education; on better student attitudes toward learning; on better citizenship. And more research is needed to ascertain whether educational changes are better than what preceded them. Lastly, professionalism in education needs to be more clearly defined and commonly understood: What do credentials mean in terms of actual skills?

Davies, Fantini, Kirst, Guthrie, Fullan and others, including the three models for parent roles proposed in the Stearns and Peterson SRI study, can hopefully be looked to for further definition. A new theoretical base is needed which more fully describes effective parent/community activity and influence in education today. My own experience suggests the "garbage can" model of organizational choice as a realistic, if not ideal, place to start (Cohen, March, and Olsen, 1972). The model suggests that organizations and decision situations are more influenced by "organized anarchies" than by rational choice. It assumes that problems, solutions, participation, and choices are variable and relatively independent of one another. Knowledge about choices and adequate partipation energy, for instance, is not assumed to be rational. To use Michael Kirst's words (1973), "in organized anarchies you often do not know what the question is until a solution discovers or creates it."

We appear to me to be at a crossroad in public education. One path leads to teachers, administrators, and parents/community relating to each other largely in adversary roles; the other leads to cooperation and genuine collaboration. Is Kirst correct when he says that the ideological leadership for effective parent/community education and influence is not likely to come from the organized education profession? Or will teachers and administrators in large numbers join in the effort to help parents and community become true partners in education--willing to contribute and to share the burdens necessary to achieve commonly determined educational goals? Hopefully, educators will discard the defensiveness for which they are noted, roll up their sleeves, encourage and join both critics and supports in improving an imperfect system.

One purpose of education in America is to teach us all to become critics so that we can achieve our aims and protect our interests. Those school people who teach and exemplify roles of democratic leadership and constructive criticism are particularly valuable in our time. Parents and community have a great need to be educated about education. That need concerns us all, regardless of role.

Further collection of information about additional sources, ideas, and experience in educating parents and community is needed. This monograph is presented as a piece of the puzzle and hopefully will add to the still-emerging picture.

PART II

Information About Parent Education:
A Description and Review of Some Sources and Examples

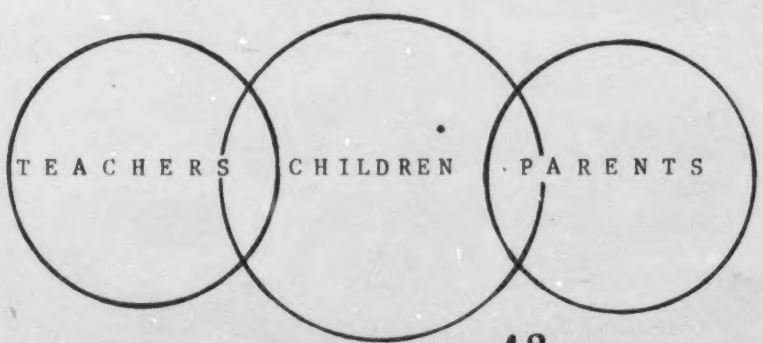
This section provides information sources; idea stimulators; pieces of the puzzle to help readers understand the issues of parent education. The sources and examples reviewed include: (1) materials and/or programs developed by education institutions, by independent groups or institutional effort, and by government agencies and programs; and (2) books, reports, and articles. For purposes of organization, they are grouped into six categories. The first four categories are grouped mainly by source, supplemented by some annotated references from the literature. The other two categories focus on broad areas of special need, and they blend examples with sources from the literature. The reader will note that there is overlap; not all entries fall exclusively in one category.

The six groups are: (A) major traditional education associations; (B) other professional-iniated sources; (C) community-based and independent (of school systems) sources; (D) sources initiated by federal and state-funded programs; (E) focus on educating parents/community about educational choice and change; and (F) focus on school-community relations and communication.

A. Major Traditional Education Associations

National Education Association
Materials available from:
NEA Publications Order Department
The Academic Building, Saw Mill Road
West Haven, Connecticut 06516

The NEA catalogue lists a number of publications and audiovisual materials related to parent education. The emblem which appear on some of them is symbolic of interrelationships as perceived by this major professional association.



A-1. Briefing for Parents

An NEA "Edupak" multimedia series of filmstrips and pamphlets (30 copies each of 5 pamphlets) to "bring the school and community together." The materials have been developed to help the school "brief" parents on what they should expect from school, from their children in school, and what they can do to help. Materials are intended to save teachers "time (and budget money) in communicating directly with parents on topics they need to understand," and also to motivate parents to help teachers and students. The materials offer advice to parents on "such critical parent-teacher-student relationships as how to listen to their children (and how to get their children to listen to them!)--how to cooperate with the school in helping students get the most out of it--discipline," etc.

For example, a pamphlet on "Your Child and School Success" contains material from an article which appeared in Today's Education written by members of the Gesell Institute of Child Development in New Haven. It contains these remarks:

> It is easy to criticize the schools. It is equally easy to understand the tremendous burden we place on them. A democratic form of society holds out many unrealistic hopes to its members. Among these is the unrealistic notion that all children are highly educable and that our schools will be able to deal effectively with all kinds of problems, no matter how difficult. . . . It is the opinion of those of us at the Gesell Institute who work with children in public schools the country over, that the majority of schools are doing remarkably well.

The article talks about some possible reasons a child is not doing well. (It is based on the book Stop School Failure, by Louise Bates Ames, Clyde Gillespie, and John W. Streff, Harper and Row, 1972). The Briefing for Parents Edupak, NEA catalogue stock #058-11852, costs $60.

A-2. Parents and Teachers Together (for the Benefit of Children)

This multimedia Edupak is sponsored by a number of education associations in cooperation with the NEA (including, among others, the American Association of School Administrators, Students for Action in Education, and the PTA). It includes a film strip, overhead transparencies, a booklet called "Parents--Active Partners in Education," discussion starters, a guide "Parent Involvement: A Key to Better

Schools," leaflets, posters, name tags, a workshop plan, and a cassette tape talk about parent involvement. The guide on parent involvement, a 62-page booklet which may be ordered separately (#054-11608), is reviewed here, and is a good example of the NEA position on parent involvement and parent education.

> Parents too often find they can do little in cooperation with the school and the teacher, except perhaps provide refreshments for the Christmas party or help chaperone the class picnic. Since the school and the parents share concern for the welfare of the child, it is logical that they should develop a cooperative partnership. Creating such a partnership is the purpose of the parent involvement program--an exciting concept designed to bring parents into the classroom where they can actively take part in the education of their child (p. 5).

The primary aim of parent involvement is stated as broadening the learning opportunities for each child through increased personal attention and support. Additional advantages listed are: (1) the teacher has more time to devote to professional aspects of teaching and is able to learn more aout individual children; (2) the school is able to use skills and services without financial cost; (3) parents are able to share in the child's development and enrich their own lives with contributions to their community; (4) as communication between home and school increases, parents learn more about school and increasingly support its program, while school and teacher gain important information about the community and its residents.

After approval by the board, it is suggested that workshops for teachers, principals, and administrators be held to plan for parent involvement. Included should be an assessment of what teacher activities must be performed by a teacher (e.g., diagnosing needs, prescribing programs, initiating activities, presenting content, conseling, evaluating), and what activities are nonprofessional and may be carried out by volunteers (e.g., providing general assistance and support, handling clerical duties, monitoring activities, motivating students, reinforcing instruction). If paid aides or auxiliary personnel are to be used, it is suggested that guidelines for efficient cooperation be developed to avoid conflicting responsibilities and misunderstanding.

After the staff's initial planning is completed, the booklet suggests generating and maintaining parent interest in the program.

"(Parents) must realize that while the school is organizing the program, it is really their program too--just as the schools are the community's schools" (p. 18). Parent ideas and viewpoints should be considered in planning, to foster the desired partnership. The guide includes ideas for encouraging parent involvement, orientation of volunteers, evaluating parent-involvement programs, suggested activities for parents, selected references (books and articles) on parent involvement, and location and addresses of active parent volunteer programs. Cost of the complete Parents and Teachers Together multi-media Edupak (#054-11502) is $75. Cost of the guide Parent Involvement: A Key to Better Schools is $3.

A-3. Schools for the 70s

Another multimedia Edupak (#388-12042) is designed as a discussion-starter tape library to provoke debate by the profession and the public on four themes: the curriculum, the teacher, the system, and the organized profession. In addition to the tapes, the Edupak includes preliminanry volumes for the teaching profession and the public, and auxiliary volumes for curriculum specialists and university and school researchers. Upon publication, the Saturday Review stated the main report "could prove to be an important publication (depending) on the wisdom of parents, teachers, administrators and students in making use of the best in this report to remake the face and remold the character of American education." The NEA would like to see these materials in "every teachers' lounge, every school library, every college of teacher education."

A-4. Thirty-Seven Ways to Foster Better School-Community Relations

This is a set of leaflets designed to explain school programs to individual parents, boards of education, PTA's, and other community groups. The first five on the list (the newest) are : "Bilingual/Bicultural Education: Why You Should Know about It;" "Let's Have a Conference: You and Your Child's Teacher;" "What Every Parent Should Know about Health Education;" "What Parents Should Know about Accountability;" and "What to Look for When you Visit Your Child's School." While most NEA pamphlets and leaflets are available only in packets of 30, an "examination package"--an assortment of one copy of most of these leaflets--is available for $3 (#058-02042).

Association of California School Administrators
Materials available from:
1575 Old Bayshore Highway
Burlingame, California 94010

ACSA is the California affiliate of the American Association of School Administrators.

A-5. Project Leadership

In response to a request for material related to parent education, such as guidelines for principals to share or work with teachers and/or parents on this subject, some "operations notebooks" and a monograph were supplied from ACSA's Project Leadership. This project was initiated, according to Executive Director William L. Cunningham, to "demonstrate in practical ways the new skills needed by today's successful school administrators in order to meaningfully involve the staff, community and students in the total school."

In an ACSA publication describing Project Leadership, a parent, Mrs. Deanne Griffiths Hanson, was quoted as follows:

> As a parent, it is exciting to see the school wanting to involve the parent and being concerned with what each individual child needs to become a productive part of today's society. As a parent, I am concerned with not just--"Will he graduate." but also "Will he be able to function as a responsible adult?" As a leader in PTA, School-Community Council, and the community, I believe that knowing that the staff themselves are actively participating in up-dating and evaluating plus innovating programs for our children, builds confidence and a mutual bond of support between the parents, community, and the school. As a member of the Governor's Commission on Educational Reform, it is refreshing to know that the education profession is already at work providing models to implement "reforms" (Thrust for Educational Leadership, Dec. 1971/Jan. 1972, p. 10).

A-6. Participative Management, Decentralized Decision Making, Working Models

This is a 78-page monograph by Edward W. Baubier and Arthur N. Thayer. It uses "real case studies" of districts and personnel who have been willing to take the extra steps necessary to make "good" schools even better. "Through team work of staff, community, students and central office, our shools can become the viable, responsible institutions to leading to a better and brighter future," Cunningham states in the introduction.

A section headed "Assumptions" includes this quote from Peter F. Drucker:

> Management is the development of people, not the directing of things. It is the totality of the process necessary to challenge people to high purpose, to involve them significantly in planning and decision making, and to help them develop working relations among themselves that are satisfying and productive in accomplishing the aims of the institution of which they are a part (Educational Evaluation and Decision Making).

The "Philosophical Rationale" section emphasizes the need for learning to develop management plans that place instructional decision-making as close to the learner as possible, and encourages two-way initiating action. This "learner-oriented" management process begins with measurable identification of learner needs as related to societal requirements. "Top priority should be given to the needs of the learner rather than teacher or administrative convenience." The focus should be on valid results rather than on processes.

A section headed "Partners on the Educational Team" assigns these roles to the various "partners":

The Teacher: implements a system of management by objectives--a system that focuses on results rather than methodology, that places the teacher in a true participating partnership with the principal, superintendent, and learner.

The Learner: must be included in educational planning. If the learner does not agree to the objectives, either through faith or understanding, the educational results will suffer.

The Administrator: plays a vital support role by assisting teachers in achieving relevant goals for learners, serving as a resource person and catalyst for change for the teacher and fulfilling a monitoring function.

The Parents/Community: need to be involved in developing learning goals and to be kept informed of plans for achieving goals and of the method of determining whether or not goals have been achieved.

A section headed "Philosophy Relative to Management" delineates the managerial philosophy of the Rowland Unified School District, as expressed by Superintendent Stanley G. Oswald, including the following quotation:

> In participative management, a decision should always be made at the lowest possible level and as close to the scene of action as possible. Moreover, a decision should always be made at a level insuring that all activities and objectives affected are fully considered. The first rule tells us how far down a decision should be made. The second how far down it can be made, as well as which managers must share in the decision and which must be informed of it.

The description also states that an individual is entitled to be heard first as to what he thinks a decision should be and how he perceives the effect. After the decision, the individual is entitled to an explanation of the reason. This method should not be confused with various forms abdicating responsibility for making decisions, it is pointed out, such as permitting decisions to be made by majority vote, by concensus, or by committee. It is not clear from the two-page description of this management philosophy whether "participants" in practices referred to include the student and parent, or are limited to the professional staff. Statements about making decisions "as close to the scene of action as possible" and about involving those affected, however, could have significant implications for involving and educating parents, according to some interpretations--particularly at the elementary level. (For more information contact Rowland Unified School District, 1830 Nogales Street, Rowland Heights, Ca. 91745.)

In the section headed "Decision Making at the School Level," one organization model shows a staff advisory council on curriculum and instruction having two-way contact "under" (with) the principal; and shows a separate two-way contact component between the community and the principal (with no interaction between staff and community indicated). Another model of a planning, programming, and budgeting cycle at the school level makes no mention of parent or community input or involvement.

The section called "Involvement: Citizens and Staff Advisory Committees" distinguishes two types: staff curriculum and advisory councils (discussed in the preceding section), and community-school advisory committees. Two models in the latter category are presented. The purpose of School Advisory Committees in the Cupertino Elementary School District (from administrative regulations, 1971) is

> to provide a method whereby citizens and educators can begin to understand better the attitudes and opinions which are held in the school environment. Such committees will have as their purpose improved communication and understanding. It is not the intention of the Board of Education that these committees become policy-making bodies or that they manage or direct the school. It is assumed, however, that through improved understanding and information, the school can and will change in the direction of the clearly demonstrated needs and desires of the community to be served.

The model describes committee composition (all residents in the attendance area and all staff are eligible), and the organizing, meeting procedures, and functions of such advisory committees. (Contact: Cupertino Elementary School District, 10301 Vista Drive, Cupertino, Ca. 95014.)

An alternate model, a plan approved by the Fountain Valley School District Board of Trustees in 1972, describes in some detail a School Community Council. Information is included on qualifications for membership, structure, and procedures, and the functions of the council as well as respective roles and responsibilities. The council membership, for instance, is described as follows:

> The council should be representative without being cumbersome. The local School Community Council will function with seven to eleven members on each community, school, and student panel. The teacher panel may function with total staff, but when all three panels meet as a council, the teacher panel will be represented by seven to eleven members. The principal will serve as advisor. He is not a member of the Council. The principal represents the Fountain Valley District Board of Trustees. (Copies of the by-laws of School Community Councils may be obtained upon written request to the Fountain Valley School District, One Lighthouse Lane, Fountain Valley, Ca. 92708.)

Finally, a sample chart of "Authority Interrelationships" in the monograph assigns 6 roles or levels of decision-making in 15 decision areas (e.g., establish basic policy, implement policy, develop goals, develop community relations, plan and evaluate instructional program). The 6 levels range from "actual responsibility" (1), to "must be consulted" (5) and "may be consulted" (6). Nine categories of education interest groups are included on the chart (e.g., board of education, superintendent, consultants, coordinator of instruction)--all at some "management" level. The absence of teachers, parents, and students from this authority-interrelationships chart could have implications for the roles and responsibilities of these groups in decision-making as perceived by administrators, and indirectly for parent education.

A-7. The National Congress of Parents and Teachers (National PTA)
700 North Rush Street
Chicago, Illinois 60611

For years the PTA has cooperated closely with educators and school systems in support of education improvements. Until recently, this partnership was governed by what was known as the nonintervention policy, or by some as the "gag rule." It limited parents to "cooperating" in ways which did not interfere with the administration of schools nor seek to control school policies. Some PTA parent members and observers feel the rule pretty much limited the parent role to errand-running, making cookies, and money-raising.

That rule has now been changed to read, "The organization shall work with the schools to provide quality education for all children and youth, and shall seek to participate in the decision making process establishing school policy, recognizing that the legal responsibility to make decisions has been delegated by the people to boards of education" (1973 to 1975 PTA Handbook). The full impact of this shift in the parent role, under the leadership of this large, parent-dominated organization, is not yet clear. A recent article in the California State PTA Bulletin reports the national PTA public-relations office as saying there is not yet much restatement of roles and objectives at the state PTA level. One issue is raised with this comment:

> There is no reason why NEA and PTA should not see eye-to-eye on many matters. But there are excellent reasons why an organization composed principally of parents should have ideas of its own which may not square with those of a labor union representing teachers (Bryce Anderson, California State PTA Bulletin, May/June, 1974).

If enough parents become involved in important matters and take a stand on any of them, Anderson suggests, the PTA may be able to remake and improve the public school system. But old habits are hard to break, he adds. The same issue also reported, however, that 21 PTA representatives recently took advantage of a two-day management training workshop, a service offered for school superintendents by the USOE-funded Center for Educational Renewal--an indication of a shift in roles by some PTA members.

The policy change is having some impact on attitudes about the parent role. In the May, 1974 NCPT Bulletin, President Lillie Herndon

> The public schools belong to the people--to you and me. . . . If we don't make our wishes known about the kind of education we want for our children, we are abdicating one of the most important responsibilities as parents and as citizens. As a speaker in last year's National PTA convention said: "Education is too important to be left entirely in the hands of the professionals." . . . If we (parents and educations) pool our ideas and information and dreams for the future--working in the home and in the school--our children's education will more nearly reach the goals we cherish.

She makes suggestions for those parents who feel their views have not been heard adequately in decisions affecting their schools and children: voice concerns in appropriate places, conduct parent surveys, find out whether parents know what is going on in schools--whether the needs of all children are being met.

PTA publications include a monthly PTA magazine, and monthly or bi-monthly (during the school year) national and state bulletins. These publications are well-known sources of information for parents on a wide range of education topics. The California Bulletin, which runs a column on "Happenings in Parent Education," recently reported the most common subjects of local parent education study efforts for the 73-74 year were: health, parenting, safety, and how to use parent education.

A-8. New York State United Teachers, Inc.
80 Wolf Road
Albany, New York 12205

In response to a letter to the Division of Research and Educational Services of NYSUT (affiliated with the NEA and the American Federation of Teachers, AFL-CIO), requesting (1) information on programs or materials for encouraging teachers to draw parents into the educational process, and (2) the position of the NYSUT on the need and importance of educating parents about education, a letter and material were received containing the following information.

> The NYSUT has always applauded efforts at school-community articulation. We recognize that the greater the public understanding of educational goals and activities, the greater will be the community support of the task of the public schools.

A teacher-community conference day jointly sponsored by the North Babylon Teachers' Organization local unit and the district PTA in May 1974 was cited as a model of articulation they see as beneficial (Letter from James G. Ward, Division of Research and Educational Services).

The following material is excerpted and quoted from Educational Issues: School Volunteer Programs Section IV, March 1974.

> Purpose: The appearance of non-paid volunteer personnel in the public schools is a potential problem area with which local teacher organizations must be prepared to deal (p. 1).
>
> School Volunteer Programs: What ever the frequency and degree, these volunteers have never made a significant impact on the educational program. At best, volunteers served as occasional resource persons for program enrichment. In some areas the use of volunteer personnel has been formalized and expanded beyond this traditional function. This is particularly true in large urban or suburban school districts. This misuse of volunteers comprises the potential source of danger and concern for teachers.(p. 1).

NYSUT Position Statement on School Volunteers (adopted by the Board of Directors at its January 25-26, 1974 meeting):

> Since there is no procedure by which to certify the competency of school volunteers. . . . and
>
> Since volunteers have no career goals, their utilization creates instability with all its unpleasant consequences, and
>
> Since volunteers too frequently perform the services of other employees or potential employees and consequently undermines their job security, and finally
>
> Since experience indicates that volunteers tend for the most part to be women, the utilization of unpaid volunteers is but another device to maintain second-class economic citizenship for women,
>
> Therefore, the New York State United Teachers opposes the utilization of unpaid volunteers in the schools and urges locals to do likewise.
>
> The potential danger of school volunteers programs--not only to teachers, but more especially to students--should be very clear. Boards of Education and chief school administrators see volunteer programs as a cost cutting device and as a way of weakening the job security of the professional staff. Unfortunately, all too often the local teachers' organization is the only group with professional expertise to be primarily concerned with what is best for children and education.

A-9. Palo Alto Unified School District Volunteer Program
25 Churchill Avenue
Palo Alto, California 94305

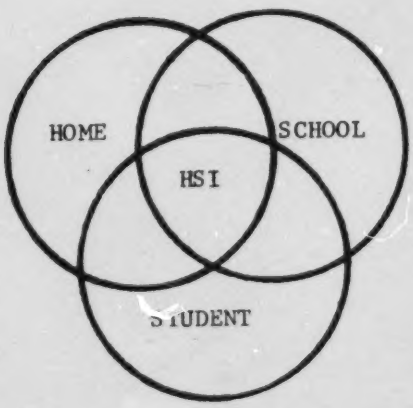
This school district is mentioned here for the purpose of presenting a contrasting professional view and situation with regard to parents as volunteers in schools. The use of volunteers has become "big business" in this suburban district. At individual schools, volunteer programs

are coordinated by the PTA or Parent Club, with the approval and supervision of the principal. At the secondary level, a department chairman or teacher assists in the selection of volunteers working in a department. The volunteer program is intended to "promote better school/community relations by encouraging community understanding" and "to interest capable people in educational career possibilities" (from the Palo Alto Times, Jan. 22, 1970). Pamphlets have been prepared for teachers on how to use volunteers and for parents on how to be a good volunteer (available from the district's Extended Resources Center, 25 Churchill Avenue, Palo Alto, Ca. 94305).

At Cubberley, one of the district's 3 senior high schools, 140 volunteers donated just short of 6900 hours of service to the school program during the 73-74 school year. The "Volunteer of the Year" award for over 700 hours of service went to a woman who has a Master's degree in math. She tutored, taught mini-courses, and worked as a receptionist in Cubberley's Alternative School, among other activities. Her volunteer work served as a stepping-stone from homemaker, to part-time worker outside the home, to Stanford University--where she now hopes to earn her teaching certificate (from Volunteer Views, Cubberley Senior High School, June 1974). Though the level of education is high in this community, many of the school volunteers do not have advanced degrees or training.

B. Other Professional-Initiated Sources

B-1. The Home and School Institute, Inc.
Box 4847
Washington, D. C. 20008



The HSI emblem demonstrates graphically the education relationship this organization advocates. Dorothy Rich, a teacher, founded HSI and is now its president. In an article titled "The Handwriting on the School Wall--Home" in the May, 1973, issues of The Scholastic Teacher, she states that she was a mid-fifties graduate of Columbia University Teachers College who came away with the understanding that parents were people to be kept at arm's length from the schooling process, with the philosophy "leave education to the educators." She is pleased that this philosophy is no longer true today, that it is no longer generally believed that children "get educated neatly between the hours of 9 and 3 half the days of the year." It is unrealistic for the school alone to be able to be held accountable for a youngster's educational achievements, or underachievements, she declares.

> It is obvious that responsibility for education has to be shared by teachers and parents. . . . It may be hard on the collective teacher ego, but I believe that what's happening today is taking educators off the pedestal--and off the hook. Schools are no longer regarded as superpowered institutions housing magicians in the form of teachers. Angry parents and taxpayers pressing for accountability, vouchers, and community control have pried open school doors. In opening these doors, often against the will of some educators, I believe parents have opened the possibility for a real breakthrough in American education--the development of a home-school educational partnership (from the Home-School New Educational Partnership, p. 1, reviewed below).

Rather than reacting defensively to attacks on the school system of the past decades, widely reported in the mass media, Ms. Rich believes educators should react with relief. They should emerge from behind electronic gadgets and desks and reach out positively to form a really basic coalition with thehome and the parent. She admits to difficulties: desegregation and busing; possibly breaking-up patterns of neighborhood schools--meaning the parent is not always just down-the-block; the need to break down tensions and barriers which have grown up between home and school over the years. But the HSI approach is that "schools will have to convince parents to trust themselves and once again regard themselves as their child's primary and ongoing teachers."

The model HSI has used, since their parent programs first began in 1965, is one in which parents participate as tutors of their own children. The major thrust of the Institute's work is now on teacher

training. "It reaches more people at once," says Ms. Rich, and "is aimed at helping teachers work with that home educational goldmine, involving parents and community in the education process."

Programs and publications of the Home and School Institute, all of which focus on the tripartite model reflected in their emblem, include:

Programs for educators, such as an M.A.T. (Master of Arts in Teaching) program offered at Trinity College (Washington, D. C.), with concentration in school and parent/community involvement.

Programs for parents, teachers, paraprofessionals, and community leaders, such as the Home Learning Lab, a curriculum designed to help parents build on and supplement the work of the school.

The Home and School Institute Newsletter: specifically designed for community and school leaders; providing tested ideas and materials from HSI courses, with special reference to ways to build more effective public and educational relations ($6 for six issues, with special rates for community use on request).

The Home-School New Educational Partnership: a 25-page handbook of teacher-tested techniques and activities for parent-home involvement in children's learning ($3). Basic goals stated in the handbook are:

> (1) To build the knowledge base, skills and attitudes of educators and parents in the task of working together.
> (2) To help parents grow to have greater confidence and skills in educating their children.
> (3) To develop more supportive community-school relationships through effective communications and use of human resources.
> (4) To design and disseminate learning materials that can be of use to schools and parents.

For example, one page in the handbook is a sample send-home sheet for parents. It gives tips on children's education, most of which are to encourage parent participation at home as educators. The last two tips are:

> Stop griping about the school across the back fence: if you have information to share (a projected move, a change in family situation), a complaint or problem, even praise, take it to the school. Try to keep from getting butterflies in your stomach when you go through the school door--you are not the student anymore.
>
> Expect the school to have a guiding philosophy of education: expect this philosophy to be communicated to you; expect the

school to share with you many ways in which you can supplement your child's education at home so that home and school can work together in an educational partnership.

B-2. The New England Program in Teacher Education
Pettee Brook Offices
Durham, New Hampshire 03824

NEPTE was created in 1970 by the New England Regional Commission to improve and bolster aid to education with the goal of spurring New England's economic development. Two quotations from its monthly newsletter The Common (subscription rate $3 a year) describe the purpose and thrust of this organization.

> With the belief that talents, employment and economic progress rest on the corner stone of education, NEPTE provides a service to education that is unique both regionally and nationally. Essentially, it is a financial and organizational catalyst.
>
> The Common will be . . . an open forum, an exchange, an objective disseminator of important news, views and information, examining all sides of major educational issues in New England and the nation, particularly as they relate to the region's economic development. . . . (It) will strive to bring together parents, communities, teachers, administrators and schools to jointly advance and improve education in New England (March, 1973).

NEPTE is governed by a board of 24 people, with each of the governors of the six-state area selecting two professional educators and two laymen. Its funds and efforts help to support a variety of diverse education programs throughout the area. A sampling from the 21 projects listed in their 1973 Annual Report: A $100,000 grant was awarded to an outoutstanding teacher as a symbol of a Teacher's value. The Connecticut teacher who won this Teacher Challenge Project (known as the Mary Gresham Chair), was awarded the money "as an analog of the university chair for distinguished scholars in higher education."

A rural program was established to build local community resources and identity in a one-room elementary school in Vermont. Quoting again from The Common (March, 1973):

> It's hard to say whether Claire Oglesby (the teacher, who was selected as Vermont teacher of the year) is in the vanguard of American education or brining up the rear, a throwback to earlier times. . . . She is both outspoken about outdated teaching and sharply critical of most modern teaching. . . . Mrs. Oglesby sought and

> established the community-school partnership in a way that makes the village and its people a part of the curriculum and daily school life. Parents meet monthly, parents hold bake sales to raise needed money, and parents become teaching assistants, not just ones who have some profession or skill that makes for classroom novelty.
>
> In education today it is not enough to stimulate a person's intelligence, or enrich the curriculum, or to impart a large body of information, make him clever, skillful and competent," says Mrs. Oglesby. "If a person is to understand himself and his place in the world, the learning process must be freed from the confining classroom and become integrated with the daily affairs of the people, of all ages, who are the community."

The article claims Mrs. Oglesby's methods have brought "extraordinary success." They are a combination of open classroom plus teaching machines, film strips, tape cassettes and television; and traditional demands for subtle but strict discipline, academic achievement, personal responsibility, respect for conventional values, and group participation in all activities.

The NEPTE 1973 Annual Report lists these accomplishments and obstacles in this Vermont school:

> What Has Happened: a) the partnership steering committee has been effective in making decisions about educational programs that affect both school and community; b) project activities have expanded to include sewing, tools/shop, play-making and parent job and avocation presentations (e.g., beaver trapping); c) many more community members have become active as aide, teacher, decision maker; parents are happy with the school; d) the glue for the arrangement is still Clair Oglesby; her energy and vision are critical to the partnership.
>
> What Hasn't Happened: the central school board has not been as supportive as hoped for. Although they generally see the partnership activities as effective, the process is seen as threatening to administrative directions.

(Note: a third project funded partially by NEPTE, dealing with the development of institutional and curriculum alternatives, is reviewed below in section E.)

B-3. "Community Education"

The community education movement is an amalgam of many views. It began in 1935 in Flint, Michigan, instigated by physical education director Frank Manley and funded by Charles Stuart Mott and the Mott Foundation. Additional seeds were planted with enactment of Title I

of the Elementary and Secondary Education Act of 1965. Since that time, the idea has grown and spread, from identification with a handful of school districts to acceptance by about 600. In 1971, there were 9,920 "community schools."

The common feature of these schools is to extend the use of the school plant and all of the learning facilities to people of all ages and circumstances, to help meet their learning needs. Programs and techniques used in community schools are not reviewed here, both because of the widespread scope of the movement and diversity of applications. For the growing numbers of teachers and parents who subscribe to the community school concept, however, there are obvious changes and implications for educating parents in a "community school" community. The material reviewed here is summarized and quoted from a number of articles in the November, 1972, issue of Phi Delta Kappan which is entirely devoted to community education. This issue is an excellent source of information and additional sources on the community school movement: its theory, programs, strategies, techniques, etc.

There is widespread support for the community education movement. A prestigious collection of congressmen, businessmen, federal and state officers, and educators commend the community education approach as a

> most promising method for accomplishing the much-needed reform in education because it strives for relevance in learning experiences for all. It involves people in their own learning procedures. The social orientation is forward, geared to a new kind of world. It brings people together in common cause and on equal basis. . . . It holds to the concept that knowledge is not enough, that the entire process must help people learn how to live uprightly as well as how to make a living (p. 147).

Sidney Marland, former U. S. Commissioner of Education, gives his view:

> Community education means many things to many people, but to me it means an opportunity for a new spirit of outreach by the schools for teaching new skills, for fulfilling more people intellectually, and for developing new interests among all age groups. Community education offers an opportunity for every person--man, woman, child--to continue his learning to the extent of his ability and interests.

Community education is the educational concept; the community school is the vehicle by which many of the services of community education

are delivered. The concept seeks to make the educational program more relevant by bringing the community into the classroom and by taking the classroom into the community. Quoting Jack Minzey, director of the Center for Community Education at Eastern Michigan University:

> The demands of our communities call out for some institution to assume a new leadership and service function in our social structure, and the schools seem to offer the most parsimonious solution to our dilemma. . . . In essence, those who believe in community education believe that it provides a technique for returning to true participatory democracy.
>
> The school becomes responsible for all aspects of education as it relates to its community. . . . Education is no longer interpreted to mean formal types of classes but any experience leading to the more successful handling of experience. . . . The school, however, does not become all thing to all people. It attempts to recognize the needs of the community and to act as the coordinator, facilitator, or initiator to see that these needs are met. The school plays a catalytic role, serving an organizing function.

Some see the community school movement as a return to the time when public schools were extensions of education in the home in American, organized through grass-roots efforts. Following a period of time in which educational governance has passed into the hands of professional administrators, there is now renewed interest in reasserting the community role. Reasons and indications of a return to the former relationship include: (a) growing militance in pursuit of self-determination by urban community groups pushing for changes in governance, where the suggestions of professionals have failed to improve learning, and a spreading of this movement to medium and smaller districts and communities; (b) the general alienation of young people, discrediting the authority of administrators and teachers; and (c) a demystification of the whole education process, with an expansion of popular literature on educational subjects.

W. Fred Totten, guest editor of the special Phi Delta Kappan issue, speaks of the "why" of bringing the community back into the education process with these words of John Gardner and his own:

> Nations decay; only citizens, critical and loving, can bring them back to life (John Gardner).
>
> How can we capture the lost faith of many citizens in our educational system? . . . Community education is committed to the task of helping all citizens learn what to be and

> what to be able to do as well as what to know. . . . As the education establishment strives to help people grow in all three realms--cognitive, affective, and psychmotor--the establishment itself will do much to recover its soul. . . . Involvement is the key word for improvement of the inner self. When people participate in groups on an equal basis some of the barriers of prejudice, bigotry, selfishness, and indifference melt away (Totten).

B-4. In-Service Training: University and Community College Courses and Workshops

Increasingly, weekend workshops and short courses for teachers and sometimes for parents are offered on subjects dealing with parent education. Three examples:

The Department of Community Services of Canada College (a two-year community college in California) is offering a course called "Can Community Workers Effect Change in the Educational Structure?" It is designed to assist paid and volunteer community workers to improve the effectiveness of their performance, to develop a level of consciousness in a search for unity between effective theory and applied practice. It is offered in cooperation with the local high school district and the county human relations commission. The cost is minimal ($7). (Course instructor: Eleanor Curry of the San Mateo County Human Relations Department. Canada College address: 4200 Farm Hill Blvd., Redwood City, Ca. 94061.)

The University of California at Santa Cruz Extension Program recently conducted a two-day weekend workshop in Palo Alto called "Parents: Part of the Plan." It was targeted for teachers interested in parent involvement in preschool and early childhood education programs, and explored the parent role as primary teachers, as well as on district and local advisory committees. The class and instructor, Jeanada Nolan of the California Department of Education, pooled ideas for parent recruitment, in-service education, classroom participation, and other kinds of involvement--sending each participant home with a list of about a dozen ideas in each category. A sampling:

Recruitment: personal letter from teacher to child, as opposed to parent, to invite parents and child to a meeting before school; teacher makes phone call to introduce self and be sure family has received invitation.

Parent participation in classroom: parent needs feedback, positive reinforcement, constructive suggestions of ways to change; be yourself, be honest.

Other parent involvement: respect privacy and maintain integrity of family.

General: "remember the farmer and the mule--when you are successfully engaging parents in your programs, you will be freer to teach more!"

A teacher from a small school district in Oregon told of a preschool workshop for all teachers planned by her principal this year to help improve home-school skills. It will be followed by teacher visits to homes of all their students just prior to or after school begins. This school has decided to send teachers into homes, as well as invite parents to the usual back-to-school night. While the approach might not be feasible in all communities or acceptable to parents without considerable planning, this young teacher was delighted with the idea. She felt it would be acceptable in this community, and prove valuable to her, as well as to the parents and students.

B-5. "Issues and Dialogue: Building Parent Involement

This is an article by Richard C. Nelson and John W. Bloom, which appeared in Elementary School Guidance and Counseling, October, 1973.

> Resources available to the school through parents are a veritable goldmine that remains relatively untapped. Most parents wish to have meaningful involvements, and schools can provide desirable outlets for them to serve and have their interests served at the same time.

The authors indicate that the literature provides few suggestions for serving and involving parents. They give as reasons for involving parents: they are primary factors influencing the emotional environment in which children live and grow; they constantly contribute to their children's self-concepts and otherwise guide them; they are interested.

When school personnel conclude that minimally educated or illiterate patents are not interested in their children's development, they may be mistaken. Lack of involvement may frequently mask embarrassment, feelings of inadequacy, or fear of criticism of their child or their life style. The authors argue for positive action on the part of school personnel to eliminate these feelings, which may function as barriers.

> Whether acknowledged or not, parents are part of the team; too often they have been called on only when crises arise. For most children, parents have great potential for reinforcing positive growth. They can be trained to work with their children most effectively and be of assistance in a variety of ways.

The authors see the counselor as the person to coordinate parent involvement. Their article lists a number of suggestions and ideas to stimulate thinking about involving and educating parents: in groups; working with children individually and in classrooms; and through using materials such as newspapers, radio and television, etc. They stress counseling needs and techniques. Some samples: (a) Specific group experiences designed for fathers (at times convenient for them), focusing on ways fathers may maximize their time with their children; on ways males rearing males create burdensome responsibilities; and on other "fathering" problems. (b) Parents staffing a "rap line" which children could call during after-school hours to talk about any subject which interests them. (c) Parents writing for, screening, and disseminating free guidance or instructional material. (d) Training parents to use special equipment (videotape recorder), and then preparing instructional material for children or collecting observational data for teachers or counselors. (e) Training a few parents in some limited interview skills, so they could help staff the office and listen to children who come in when a counselor is unavailable.

The article deals with cautions which must be observed, including the school's legal liability. It urges counselors to inform themselves about laws, which vary.

> Existing laws should not be flaunted; neither should they be used as excuses to block a potentially effective program. . . . The basic key in involving parents or other volunteers is to make use of the talents that they offer. Using a creative person to do repetitive paper-checking chores or a skilled and eager typist to monitor lunchroom activity is fairly certain to result in diminished parent involvement. Tasks should have meaning to the individual and avoid continuous deadly routine. . . . Quality should be preferred to quantity in parent involvement experiences. Similarly, logical limits should be imposed on the frequency and extent of the involvement of any parent.

At the conclusion of this article, which is filled with suggestions, a request is made for more ideas, with the promise to write another article if enough ideas are sent to : John W. Bloom, Counselor, Lindberg

School District, St. Louis, Missouri, 63126. It concludes with the comment that parents are one of the school's most important constituencies as well as an invaluable resource. When their potentials are recognized and used, schools simultaneously gain their assistance and in all likelihood increase their support. Schools need both.

B-6. "Planning Parent-Implemented Programs: A Guide for Parents, Schools and Communities"

This booklet by Florence P. Foster, New Jersey State Department of Education, published in February, 1969, stresses the importance of role expectations in implementing programs involving parents. "The most important single factor in helping parents, children, and staff will be provision for the total school community to learn and grow together." All involved are both teachers and learners. Training involving every person in the program is a way of building an educational structure which also builds people.

The author suggests establishing workshops around the roles, attitudes, and skills needed to develop sensitivity, assure responsibility, and provide accountability. They should involve the participation of all those for whom new programs are intended (e.g., decide goals in conjunction with parents; have alternatives of choice; provide such motivation as positive reinforcement, college credit, salary advancement). (This booklet is available through ERIC.)

B-7. Community Involvement and Teacher Education: One Experimental Program

This technical paper by Grace Harris (The University of Connecticut, Feb., 1972, available through ERIC), stresses the need for community involvement in teacher training. After treating the historical view of community involvement and growing trends in citizen participation, she discusses one university's struggle with defining the role of a teacher-education program in an urban community. Attention is given to the needs and problems of (1) changing the professionals' traditions and attitudes about the role of citizens in education affairs; and (2) changing the structure and content of training programs from college-centered with heavy emphasis on out-moded theory, to community-oriented programs, theoretically based on the lives of the children being

taught and the real world in which they live. Changes which do occur, it is noted, are often incremental and unnoticed; and more thorough study shows they reflect an innovative spirit and a lot of hard work on the part of a few individuals.

> The real test of the value of such change is when the spirit spreads and what has once been innovative becomes a part of the system. In other words, the success of any experimental program, once it has been tested out as being of high quality, is the extent to which it is adopted into new, expanded or permanent programs.

The rationale for parent involvement in schools and school involvement in the community presented here reiterates much of the thinking already stated in previous reviews. The author urges helping teachers gain a better understanding of who they are and how they can best relate to children and families who may be different and hold different values. The article describes development of an experimental school which gives high priority to community involvement and to the relationship of the university (training institution) to the school. She also points out that parents often thought of as not caring or not having time to be involved do participate, where activities are well-planned and known in advance (e.g., Saturday and evening workshops for working parents).

> The essential part of this widespread involvement is the attitude of the principal and teachers in encouraging and seeking out help from all the parents. Community involvement in public education is necessary, is possible, and is happening. If institutions of higher learning are to prepare teachers for this reality of American education, they must begin with a philosophical stance in support of such, and move toward development and implementation of a curriculum which trains teachers for community involvement.

B-8, State Education Agencies and Parent Involvement: A National Survey of State Legislation and the Policies and Perspectives of State Departments of Education

This report was prepared for "state level people" (legislators, personnel of state education agencies, teacher educators, and other persons concerned with education policy matters), and for "local level people" (parents, teachers, school and district administrators, and other citizens) by Daniel Safran, Director of the Center for the Study of Parent Involvement in February, 1974. It groups support for parent education as coming from 3 perspectives: participatory democracy

(essential as a basic right); educational viability (parents becoming better informed through involvement, and complementing the educational process, contributing to their child's achievement); and institutional reform.

The author sent questionnaires to the chief state school officers of the 50 states, inquiring about enacted and pending legislation involving parent involvement in education. With follow-up, he received response from 48 states. This 74-page booklet describes the study, including additional research, and reports some of the findings. Examples of some of Safran's conclusions: (a) There is significant interest in parent involvement among state education agencies, with a range of manifestations from curiosity to wrestling with statewide programs to expand all kinds of citizen participation in public education. (b) State legislation relating to parent involvement is increasing; and it is primarily concerned with parents as citizens and consumers of educational services, with rights and responsibilities. (c) Little attention has been paid to examining and emphasizing teachers' competencies in working with parents.

Mr. Safran's recommendations include: (1) Working with teacher-education institutions to define competencies and develop training programs related to parent involvement, with parent resources involved in the process; (2) Consider parent involvement as an opportunity as well as a warning.

> Citizens seeking redress at the state level are asking for leadership in facilitating their involvement in schools and in guaranteeing their participation in planning and evaluating educational programs for their children.

This report is available for $6.50 from the Center for the Study of Parent Involvement, 2544 Etna Street, Berkeley, Ca. 94704.

C. Community-Based and Independent (of School Systems) Sources

Afram Associates, Inc.
68-72 East 131st Street
Harlem, New York 10037

This organization's purpose is to assist individuals and communities wishing to participate fully in their children's education. Afram has

produced many of its own training materials, after a search of other sources in 1971 did not prove sufficiently productive to them. While most of the materials are for use by urban blacks, they could be useful to other parent groups, with language adaptation where deemed advisable.

C-1. Parent Participation and Student Achievement: A Bibliography

Following a survey of over 200 sources, such as Follow Through teachers, project directors, and social research agencies, this 16-page bibliography was compiled. It is available from Afram Associates for $1. The survey reviewed literature in terms of what had been written and done to enable parents to become involved in their children's educational process. The bibliography lists: (1) articles, manuals, books, and dissertations; (2) training materials, mostly developed by Afram; and (3) sources of information. The training materials, available from Afram Associates, include action and thought stimulators (mostly 1 to 4 pages long); reprints of articles, and several games. Some examples:

C-2. Action and Thought Stimulators

Parents as Teachers (2-page single sheet). Two paragraphs describe the historic role of parents as teachers and the more recent delegation of teaching to professionals and school systems. Teaching behaviors possessed by parents are listed, as well as a philosophy of the parent's role.

> Parental participation in the educational process is a necessity, not just a supplement to that which occurs within the school.
>
> Parental instincts about their own children are as sound as any objective measures, perhaps more sound.
>
> Parents may not be able to select out the best teachers; but all of them can identify lousy teachers.
>
> Parents who condone incompetent teachers either have unlimited faith in the ability of their children to resist oppression and destruction--or they have questionable feelings about their own children--or--they just do not know what's happening to their children.

A Questionnaire: Parents As Teachers. A checklist for parents listing the teacher behaviors used and/or possessed by parents.

Communication between Community Schools. The outline of a plan developed by a parent/school leader in Ohio in her efforts to get the parents of a high school involved.

Characteristics of Ineffective Parent Programs and Characteristics of Effective Parent Involvement. These two lists are based on the study, A Possible Reality: A Design for the Attainment of High Academic Achievement for the Students of the Public Elementary and Junior High Schools of Washington, D. C., by Kenneth Clark. The first lists 6 characteristics Clark identified as obstructing real parent participation (e.g., when parents are "coopted" and excluded from policy-making); the second identifies criteria of effective parent-involvement programs (e.g., parent sense of identification with the objectives and expectations of high student achievement; a cooperative role for parents within the system).

How to Involve Parents. This 4-page stimulator is filled with useful information and suggestions for parents and staff who are working to involve other parents. It first gives some reasons such workers sometimes face frustration. Example:

> Some such workers fail to accord to parents the major responsibility for holding the school accountable. They encourage parents to delegate this responsibility to the school and to step in only when problems occur.

Some general principles about parents are listed. Examples:

> Parental involvement is a social obligation and a necessity. It is not just a good idea.
>
> All students have a need to have their parents feel good about them.
>
> Parents cannot respect teachers or a principal who does not respect their children. Neither can they really support a school that rationalizes its failure to educate children. On the other hand, students cannot really learn from teachers who cannot respect their parents.
>
> Parents who do not attend Parent-Teacher Meetings are not necessarily disinterested in the education of their children. Most such meetings are a bore because they are usually organized to smooth over problems rather than getting parents involved in solving them.
>
> Parents learn about the school, not through newsletters and flyers, but through the grapevine, rumors, gossip and their childrens' attitudes.

A section headed General Guidelines lists:

(a) some questions for the working parents and teachers to ask themselves, such as

Do you automatically respect people or do they have to earn your respect?

Can you be honest if you have to be so?

How do you feel about kids?

(b) some techniques, such as

Avoid elections, develop a system of consensus based on criteria such as availability, interest, educational philosophy, dedication, etc. Elections can be divisive and manipulated from outside the community.

(c) some suggestions of what to do when "knocking on doors."

C-3. The Interaction between Parents and Professionals

This is a description of interaction in a non-public, parent-controlled school in East Harlem by Dorothy Stoneman. This 9-page paper describes the roles and relationships of parents, teachers, and assistant teachers in the school, and what happened during 4 years of the experiment. It proved, according to the account, that parents are "really qualified to govern," and thatthey are fair, sympathetic, and highly responsible.

> In the daily life of the Schools, parents govern more through an elaborate process of discussion and communication than through rigid hierarchies of responsibility. Decisions depend on intimate knowledge of what is happening in classrooms, among staff members, and in the minds of administrators.

All regular meetings of professional staff in the school include parents; there is much interaction. Since the structure of the school is not included in this description, respective roles of teacher, "education director," parent coordinator, and parent assistant, are unclear. The paper does describe, however, how teachers meet daily with their assistants; the directors meet daily with parent coordinators; teachers and parent assistants meet together with mental health and curriculum consultants; inservice training is for professionals and parents jointly.

This experimental school found that parents on the staff quickly evolved a dual point of view: They were both parents and teachers. A typical first reaction comment of a new parent assistant is quoted:

> When I used to drop my kid off in the morning I didn't think about the teachers--it was just convenient. Now I see what the teachers are trying to do, and I think maybe the other parents don't understand what we're trying to do here!

Classroom problems are detected early, by parents in the school alert to the children's feelings and the mood of the school, as well as by the education directors responsible for solving the problems. The experience in this school has been that parents rarely try to prescribe actions to a director, but they perceive and diagnose problems with greater sensitivity.

The paper describes experience in such sensitive areas as hiring staff. The director has the right to find and select people she feels are most competent, but a personnel committee of parents have the final power. There were no cases where the director and personnel committee were totally unable to agree. Parents were also found to be responsible in their decisions about whom to fire and when; communication between administration and parents did not breakdown over this issue. Both groups were seen as dedicated to hiring, developing, and maintaining the strongest possible staff. "The balance of power between parents and administration protects teachers from any personal difficulties with an individual supervisor or an individual parent."

(Note: This paper has been reviewed at some length because it describes roles for parents in schools which differ substantially from traditional roles. The implication for parent education is that much or most "educating about education" in this kind of school happens in the school or through close personal contacts outside the school. A real shared responsibility may provide added motivation to learning about education and acting on information learned.)

C-4. United Bronx Parents
791 Prospect Avenue
Bronx, New York 10455

This organization offers assistance and a number of materials for parents, available in both Spanish and English. Prices on their one-page list of educational and training materials range from 25¢ to $1. A sampling of items:

On Curriculum

"How Parents Can Evaluate and Improve Their Child's SCHOOL BOOKS"

"How Parents Can Help Their Community Boards Improve CURRICULUM"

On School Evaluation

"How to Make a School Visit"

"How Good Is Your School?

"Reading Scores--Comparison of Reading and Math Scores in Various Districts"

"How to Improve Your School Lunch Program"

On Staff Evaluation

"How to Evaluate and Improve Staff Performance"

"What Is a Good Teacher--BALLOT"

"ISSUE OF DUE PROCESS--PROCEDURES FOR EVALUATING AND DISMISSING PERSONNEL"

On Parent and Students Rights

"Parents Have the Right to See Their Child's Records"

"What to Do If Your Child Is Suspended"

"Parents Have Important Rights! Learn How to Use-- PARENT POWER"

On Budget

"How Much Is Spent in Your Child's School?

"What's Wrong with the Way the Board of Education Wants to Divide Up the Money?"

C-5. How to Change the Schools: A Parents' Action Handbook on How to Fight the System

This is a book by Ellen Lurie, training director of United Bronx Parents, published by Random House in 1970 and available at bookstores for $2.95. It is available from UBP at a special price for parents of $2 plus 25¢ for mailing.

This book by a Bronx parent has been fairly widely reviewed and read. In the introduction on why she wrote the book, Ms. Lurie explains:

> My friends and I often feel as if we're running around in circles. We go to so many meetings, testify at so many hearings; we write hundreds of letters, make thousands of phone calls; we see one politician after another; demonstrate and picket and sit-in; we negotiate and compromise and bargain. And no matter what we do, the schools remain terribly bad (p. 3).

After experiencing "how terrible the schools can be when parents are without influence," Ms. Lurie compiled what she and other parents had

learned into this book. It is addressed particularly to those parents who feel they are without influence in schools or school systems. The author believes schools in large cities exist for the sake of "the system" rather than for the children--a system which cares more about raising money, building buildings, retaining teachers, and reducing student unrest. Many of the most articulate critics of the school system have removed their own children from public schools, says Ms. Lurie, but most parents cannot afford that solution. So her book tells what happens to children in schools as seen by an interested, concerned parent; and it exhorts all parents to do something about it.

> A good school is a place where parents and the students are convinced that worthwhile and exciting learning is taking place. And I mean all the parents, not just those whose kids are in the "top" class. A good school cannot exist in this horrendous system (p. 10).

The chapter headings of the book are similar to titles of material available through the UBP, some of which are listed above: How to Make a School Visit, Hiring the Staff, Improving the Staff, Firing the Staff, Reporting to Parents, The Cumulative Record Card, Public Hearings, etc. The chapter on firing the staff, for instance, includes items such as "how to get rid of a truly terrible principal," and sample lists of grievances and demands. Most chapters have "action checklist" sections. This section of the chapter on public hearings, for instance, includes: "How to Use a Public Hearing for Your Own Purposes; How to Prepare for a Public Hearing; How to Force your Local School Board to Hold Good Public Hearings."

C-6. The League of Women Voters (L of WV)

This lay organization has the purpose of educating the community about their government and institutions, including the public schools. The League conducts studies at the local, state, and national levels, takes positions after discussion in local units based on the studies, and reports findings to members and others in the community. All California L of WV units, for instance, made a study in 72-73 of the State's role in education. Members were involved in exploring decision-making roles in various education decision areas at both state and local levels. As a result of the study, the California L of WV took a posi-

tion which assigned responsibility at the local level for "setting community goals and objectives, and for involvement of the community in the assessment of local educational needs and goals to meet the needs of each child."

The League prepares and distributes a number of briefs and publications (either free or for minimal cost) to educate the community about issues, practices, and pending and enacted legislation. Again using the California League as an example, they produced a booklet called "School Facts" several years ago, and they are now preparing material on school employer-employee legislation and on school finance issues.

C-7. The Institute For Responsive Education
704 Commonwealth Avenue
Boston, Massachusetts 02215

IRE was created in 1973 to study and assist the process of citizen participation in education. It has recently moved from Yale University to Boston. It's 6-year program and purpose is

> to identify and assess alternative models for effective citizen participation in educational decision making; to increase citizen interest and voluntary activity in the schools;
>
> to assist local groups by providing leadership training, consultant help, information and materials;
>
> to increase the understanding of and support by citizens, parents, and educators for citizen participation in decision-making;
>
> to conduct informational activities--conferences, seminars, publications--to help create a network of communications and mutual assistance among local citizens groups. (Quoted from the IRE brochure.)

The Institute's work is based on a belief in participatory democracy. Don Davies, the founder, declares

> whether by deliberate design or unconscious drift, we have moved away from popular democracy and must learn again what it is, or how to create it if we have never lived it at all. It is time to challenge the idea that democracy means having the best and brightest make decisions for ordinary citizens ("in their best interest," "for national security") who cannot be trusted to know the consequences of their decision (as quoted in "Searching for a 'Third Force': Can We Put the Public Back into Public Education?" in Citizen Action in Education, Winter, 1974).

The average citizen needs help and information as he attempts to involve himself in complex education problems, says Davies. The aim should not be unilateral, absolute power for citizens, but a more equitable share in education decision-making processes.

A major IRE project for 1974 is a national survey of programs and practices relating to citizen activity in education. It is designed to determine the location, characteristics, and roles of "outside the system participating mechanisms, such as school advisory councils and neighborhood school boards. The resulting report should be a valuable source of information and ideas about both parent education needs and practices which effectively serve them.

IRE publications include:

Citizen Action in Education: a quarterly report of comment, news, and reviews, available free on request.

Citizen Participation in Education: Annotated Bibliography--a comprehensive, up-to-date (1974) bibliography of 150 books and 250 articles, in which annotations attempt to provide a substantive guide to the contents of each work, citing the author's major ideas, opinions, and findings. Titles reviewed deal with citizen participation topics such as citizen action, community control, school politics, and accountability. Some would be useful in gaining insights into the purposes of parent education. The 161-page bibliography is available from the IRE for $3.

C-8. The National Committee for Citizens in Education (NCCE)
Suite 410, Wilde Lake Village Green
Columbia, Maryland 21044

NCCE was created in 1973 as a successor to the National Committee for Support of the Public Schools. It aims to be a mass membership organization which will seek to rekindle the public interest in education, to increase citizen participation in education decisions, and to redress the balance of control in education. Program objectives are: (a) to build a broad-based constituency which will provide an effective consumer voice for education; (b) to press for education reforms which will restore public confidence and public financial support; (c) to promote and conduct research on issues of major concern to citizens and disseminate information in understandable terms; (d) to assist and train citizens to see beyond the immediate array of problems, to

identify issues, and to think and act on future alternatives in education; and (e) to aid in assuring equal education opportunity for all children.

Projects and publications to date of particular pertinence to parent/community education:

Children, Parents, and School Records--A 312-page report which examines the invasion of privacy issue, suggests a plan of action for parents (written by a parent), and in a long appendix presents statutes, regulations, and guidelines on this issue from the 50 states, plus some additional resources, suggested letters to send, etc.

The monthly NCCE Report--for members--with news of citizen activity, nationwide, reviews and comment on issues, and reports about NCCE activities. (Membership in NCCE is $15 a year.)

The Commission on Educational Governance, which is gathering information on the citizen role and influence at the school, district, and state levels, by asking these questions at hearings being held in 5 cities:

Who controls public education?

Who should control public education?

What are or should be the roles of citizens in public education?

How is the system changing?

Is change desirable? What are the factors causing and governing these changes?

The Commission, of which the author is a member, plans to produce a report in the spring of 1975.

Some Regional and Local Examples of Community-Based Efforts to Educate Parents/Community

C-9. The St. Louis County White House Conference on Education
5600 Oakland Avenue
St. Louis, Missouri 63110

This organization grew out of the first White House Conference on Education in the 1950's. It has a current membership of 500 and is supported by corporate and individual donors, membership dues, and a foundation grant. This group establishes priority concerns of citizens, then puts task forces to work on them. Their membership is two-third lay citizens, one-third professional educators. Their record of

accomplishment is based on being the only local organization providing a forum, a coalition that brings rich and poor together on a common ground (according to an account in the Feb.-Mar. 1974 NCCE Report).

In January 1974, the St. Louis WHC sponsored a program, "What Price Local Control of Education--Public Need and Individual Right." The attempt was to focus public attention on the broader issues involved in "control" of schools; and to provide dialogue on alternative answers to questions of the worth of local control of education. To this end, a television program was produced and aired throughout the area, in cooperation with the Missouri State Commission for Humanities and the National Endowment for the Humanities. Background information booklets were prepared and made available to the general public and to citizen groups.

Issues focused on were: the right of concensus to impose on an individual's life style; the value of regionalism versus parochialism; the value of a futurist approach to education; and the right of a few to make educational decisions for many. The video-taped presentation consisted of a panel of 3 (a university educator; the chairman of the Education Commission of the Missouri Assembly; and a civic leader), hosted by a New York University emeritus professor of philosophy. A panel of 14 citizens from area school districts reacted to the presentation. Groups of interested citizens in schools districts throughout the area met to view the television program together, to discuss the ideas introduced, and to generate additional ideas. Further information on this project may be obtained from the St. Louis WHC.

C-10. Schools for the City

This is an independent, nonpartisan citizen organization in Portland, Oregon, with a current membership of about 550. It was created in 1971 by discouraged school campaign workers, concerned about reversing the trend of nonsupport and antagonism toward the educational community--a trend they believed was seriously damaging their city. They seek to accomplish goals which are very similar to those of the NCCE by:

communication with members in school neighborhoods via meetings, personal contact, simple surveys and a newsletter;

serving as an independent information source through study committees;

working as a catalyst for action to organizations concerned about the welfare of our schools and encouraging other organizations to give education a higher priority in their lists of concerns;

lobbying at state and local legislative and administrative bodies;

conducting and assisting others to conduct ballot measure campaigns;

encouraging greater communication and cooperation among individuals, agencies and organizations which should partipate in solutions to certain educational problems. (From testimony before the Commission on Educational Governance, Portland, June 25, 1974).

In 1972, Schools for the City concentrated their efforts in school finance: on raising the level of understanding about finance issues; on testifying before legislative committees; and on campaigning for passage of a new state finance plan (which failed). They also opposed bills they felt would shift the responsibility of curriculum from local boards to the state legislature. A current project is to review the effectiveness of a decentralized, school district--sponsored advisory committee structure; but they also currently have study committees on equal education opportunity, the year-round school, finance, and the condition of school buildings. They believe monthly unstructured meetings with the superintendent have helped to keep lines of two-way communication open.

C-11. The San Francisco Service Center for Public Education
1095 Market Street, Suite 818
San Francisco, California 94103

The Center was created to promote greater citizen involvement in San Francisco Schools. It is staffed to conduct research and to provide citizens with information and expertise. For instance, the Center produced a citizen-oriented booklet Access to the Schools: A Guide to the San Francisco School Budget. The Center was created by the Sunset-Parkside Education and Action Committee (SPEAK), a 300 member San Francisco organization. It also conducts studies and disseminates reports to area citizens and to the school board on issues, such as a recent one on "20 Ways to Improve Our Schools."

C-12. The Forum For Education

This is an independent organization in the suburban district of Palo Alto, California, which presents about 8 programs a year on issues of high community interest. Programs stress objectivity, provocatively air both (or all) sides of issues and present speakers and panels on subjects unlikley to be available to the community from other sources. In this manner, the Forum educates the community by calling attention to significant education events and issues of which the community is generally unaware, or not widely informed.

C-13. Making Schools Work: An Education Handbook for Students, Parents, and Professionals

This 100-page handbook put out by the Massachusetts Advocacy Center, Massachusetts Law Reform Institute, is intended to educate parents about their legal rights, and the rights of their children, and about communicating with schools. It starts with this quotation from a Supreme Court decision made 20 years ago.

> In these days, it is doubtful that any child may resonably be expected to succeed in life, if he is denied the opportunity of an education.

Its three-fold stated purpose is: (1) to describe the obligations Massachusetts public schools have toward children (e.g., laws, common school practices which violate laws); (2) to describe steps for parents to take to resolve particular problems which may arise among parent, child, and school officials; and (3) to serve as a mechanism for parents, teachers, and school officials to prevent problems.

Like most previous references and sources, this book stresses joint cooperation of both school personnel and community groups in the education of children. Since a school system cannot educate children on its own initiative, parents and community organizations must take responsibility to see that the schools are providing adequate educational programs. This is the basis of American education. A companion assumption, it is claimed, is that school personnel must be cooperative and open to the involvement and scrutiny of citizens.

C-14. The Third Side of the Desk: How Parents Can Change the Schools

This book by Hannah S. Hess (Charles Scribner's Sons, 1973), is

similar to Ellen Lurie's book (Review C-5); it deals with problems of big-city schools from the parent perspective. It differs, however, in several respects. It is the real story of what happened in one New York elementary school during and after the 1968 teachers' strike and its author is a teacher who formerly taught in that school system. Ms. Hess states she first approached the school with "the same deference and respect that most people have for their institutions." The story tells how she and other parents in this integrated school became radicalized--"revolutionary" in the framework of the existing educational struggle--in their activities to remove two unsatisfactory principals. And it describes their problems in selecting a principal who would implement the open-classroom program introduced by a few teachers and gradually supported by most of the parents.

To parents and educators out of touch with the problems of big-city schools, and not familiar with issues and problems surrounding the New York strike, it is a harrowing story. It is told from the parents' perspective, though Ms. Hess retains considerable sympathy for the teacher perspective. The following paragraphs capture some of the spirit behind the struggle which consumed parents and some teachers in this school for several years.

> Now with all the aids out in support of the teachers and the kitchen staff also depleted, it could have been disastrous. But it wasn't. The teachers gave up their lunch period. Parents pitched in. Nan Sargeant organized some of the older children into monitor squads. And so we muddled through. As Irene Martins put it at one of our meetings at which we were all engaging in some self-congratulation, "This is community control. The professional decisions are being made by the professionals, but they are listening to the community to find out what <u>they</u> want."
>
> And it really was that way. The teachers were happy, the parents were happy, and the kids were happy, except for the ones who weren't in school at all. As one of the teachers put it, "Our school has never run so well." And I really don't think she was exaggerating. For a while there we really had a sense of community. We had problems too; but we tried to solve them together and there was no contempt for parents' suggestions as there have been in the past (p. 171).

During the process, the parents learned a lot about how the bureaucracy in a large system works to perpetuate itself. They learned not to be flattered by token talk of how they were all responsible people and

decision-makers. They had a number of disappointments and failures before finally getting a principal they could support and with whom they could cooperate.

The local principal who lent me this book also lent me a copy of an article called "A Principal's View," by Sid Morrison, the former teacher and mathematics coordinator of the district who became principal of this school. (His name was not used in Ms. Hess' book.) His philosophy obviously differs from that of his predecessors. He believes schools are community centers which bring together the broad strata of the population and serve the social and educational needs of the various constitutencies. He also supports informal or open-classroom education, which he believes is intimately connected with the notion of the school as a community center. His article generally confirms Ms. Hess' account of the major events which led to changes in the school, and describes what happened afterwards. Not only were parents a force in setting the stage for open education in the school, Morrison claims, they also contribute both directly and indirectly to the school.

> Major support comes from the additional personnel who participate in the life of a (corridor) community. Parents, paraprofessionals, and student teachers are all included. Paraprofessionals, many of whom have been at the school for several years, work side by side with the teachers, rather than in a subordinate role, and are therefore in a good position to contribute as equal partners. Children often perceive them as their "other" teachers. (from Notes from Workshop Center for Open Education, Dec. 1973)

C-15. Parents, Teachers, and Students as Data Sources for the Selection of Instructional Goals

This article by Eva L. Baker (UCLA) appeared in the Summer, 1972, issue of American Educational Research Journal. Procedures used to determine curriculum goals historically have been based on judgments of teachers, curriculum workers, and "blue ribbon panels." Parental responses are usually sought in relationship to goals, stated in relatively broad language. The new technology of curriculum development uses a systems analysis approach called a "needs assessment." The project reported in this article tested use of this approach to collect responses from parents, teachers, and students about objectives for mathematics curriculum. Community input about values and goals (but not

the means to achieve them) was actively sought. The project staff, and the staff of the Los Angeles junior high school where the study was conducted (which has an almost entirely Black population) were both encouraged by the willingness of parents, teachers, and pupils to participate, and with the potential utility for this approach. They plan to use it again to seek feedback about desired curriculum in American History and Black Studies.

C-16. "The Emerging Third Force in Education"

This article was written by Don Davies and published in Inequality in Education, Center for Law and Education, Harvard University, Nov. 1973. The schools' publics are unquestionably dissatisfied. Though there is little serious support for abandoning public education, there is widespread agreement that profound changes are needed in how and what children learn, as well as how schools are organized, governed, and financed. Reforms are coming slowly, particularly in cities, where school systems are bureaucratized, overly professionalized, and resistent to change; and where teacher organizations have acquired great power and are usually a force against rather than for change. Davies sees the main hope for reform in the emerging third force of parents and citizens.

> In a nation in which citizen participation and volunteerism have been dominant themes from its beginning, giving people more influence over institutions that affect their lives has positive psychological, social and political values. Meaningful citizen involvement in decision-making can strengthen confidence in and commitment to the school, while making schools more responsive to citizens' diverse concerns. Citizens influence in educational decision-making taps new ideas and energy, and provides leverage to bring about reform in improving the quality of services.

Outside-the-school mechanisms are needed, says Davies, to provide continuing oversight and policy analysis as a check system to ensure that internal decision-making mechanisms operate openly and effectively. Power and influence for Blacks and other minorities and the poor has led the thrust for community control and decentralization. But the argument for more citizen participation and influence must extend to all people, in suburbs, towns, and rural areas as well. Davies suggests that the best strategy for effective citizen participation is one which combines inside and outside mechanisms.

C-17. The School Book, for People Who Want to Know What All the Hollering Is About

The purpose of this book by Neil Postman and Charles Weingartner (Delacorte Press, 1973), is "to state, simply and clearly, the ideas of the professionals so that ordinary people can make informed choices about the education of their own children." It is a guidebook to the world of education for amateurs. But the authors believe it might also be useful to teachers and administrators who have themselves been confused by some of their more vigorous colleagues.

Limitations of schools are spelled out, with the intent of doing away with the necessity for defending schools against unreasonable demands, thereby clearing the way for a realistic appraisal of what schools can and might do. In answer to the question "What is school?", the school as an institution is defined as "the specific set of essential functions it serves in our society." Everything else about school (e.g., rules and procedures, language, authority structure) is simply a set of instruments for carrying out these functions.

Characteristics of "good schools" are identified, under sections headed: time and activity structuring; defining intelligence, worthwhile knowledge and good behavior; evaluation; supervision; role differentiation; accountability to the public and to the future. In the section on role differentiation, for example, the authors bluntly raise a sensitive issue by reporting that the best research on teaching effectiveness suggests (1) that students learn more when taught by other students than when taught by teachers, and (2) that students who function as teachers learn more than when they are functioning as students. The big problem with using students and laymen as teachers is the issue of professionalism. "How professional are 'professional' teachers"? Postman and Weingarten ask, and then answer.

> The most realistic answer now being given goes something like this: Although teachers are professionals in many legitimate meanings of the word, they are not professionals one sense. They do not have command of a complex body of knowledge or generally accepted, replicable procedures which ensure that they will obtain better results than people who have not been certified as teachers. . . . Any specialized technical knowledge teachers have is minimal and, in any case, is easily communicated to anyone--with or without a degree--who wants to know it.

A school is "good," then, when it is organized to capitalize on what teachers do best and know most about. It does not assume teachers are

knowledgeable about everything, but rather works to exploit their strengths and gives them help with their weaknesses.

This book describes some of the current and future education issues of major concern, stressing the important difference between schools and education. A chapter on "how to evaluate a school and what to do about a bad one" begins with two lists of assumptions: the authors' own (a progressive's creed), and major beliefs of "traditionalists." The second half of the book contains a section on "language" (mini-essays on 65 words, phrases, and concepts that form the basis of most "school talk"), and a section of mini-essays on 70 people selected as significant figures in school criticism and reform.

D. Sources Initiated by Federal and State Programs

The first references concern the Urban/Rural School Development Program; the remaining sources with Compensatory Education, Head Start, and Early Childhood Education Programs.

The Urban/Rural School Development Program

U/R SDP was created by the U. S. Office of Education, based on a shared recognition--by communities, school systems, and program administrators in the Office of Education--that direct community involvement was a non-negotiable imperative if the program was to have a role in bringing constructive change to American Schools. The program has now moved from the developmental phase to a training phase. These two quotations from program administrators capture the purpose and thrust of the program.

> The Urban/Rural School Development Program . . . has been designed to build on the talents and energies of dedicated, experienced personnel who are now at work in poverty area schools. . . . They will join all the people concerned with the education offered by the school-administrators, paraprofessionals, students, parents, and the community--in writing a new script for educational performance within the school. The Office of Education will not dictate to local projects. Local school superintendents will not design them. They will be the creation and responsibility of the entire school staff and local community. The result will be a school with a new environment which is stimulating and satisfying to the child and teacher alike, and in which the academic achievement and human development of children will be significantly increased. (Don Davies, Associate Commissioner of Education, U.S.O.E., "Urban/Rural School Development Program Information," 1970.)

> Through hard-fought debate and the exercise of hard-earned powers to share in project decision-making, the local projects have determined their needs. They want them serviced, not discussed or rejected or confirmed. It is incumbent upon all concerned, including the professional educators who are now activitely conducting the Urban/Rural training programs, to respond to these needs. In the process, they should be helping to strengthen rather than dilute the community base of local U/RSDP projects throughout the country. . . .
>
> I know from personal experience as a school superintendent that genuine participation in the public schools projects interests of the public and, above all, of the children. Although I have high regard for educational specialists, I do not feel that they can be fully successful, especially in promoting change in the schools, without "external" endorsement--that is, without the active support of the non-schoo based groups most concerned with schooling. In all parts of the country we have seen community participation help to reduce tension and confrontation, promote genuine accountability to educational leaders for their decisions and actions, reinforce community self-images, and above all, produce fuller more enriching educational outcomes. (John Lindia, Deputy Associate Commissioner in the Office of Career Education, U. S. O. E., in the Newsletter of the U/R Leadership Training Institute, May 1974.)

D-1. The Urban/Rural School Development Program: An Account of the First Two Years of an Office of Education Experiment in School-Community Parity

The basic objectives of this U. S. Office of Education program were: (a) to establish School/Community Councils (SCC's) at each site empowered, within the state legal restrictions, to make programmatic and fiscal decisions regarding the U/R project; and (b) to create on these SCC's a condition of parity in decision-making power between community members and school professionals.

Conclusions in this report (written by Alan Weisberg in 1973) are drawn largely from research findings of 4 case studies, with emphasis on the developmental phase rather than the later training phase of the program . Weisberg concludes that both objectives had mixed results. The second objective was achieved in terms of the numbers of community representatives. The internal make-up of the SCC, however, proved to be less important than the council's relationship with the state and local education agencies. Community influence on a council denied decision-making power was of dubious significance. The size of the

school site proved important; smaller districts render policy makers more accessible to community members. The author did find that the program strengthened the influence of ordinary citizens over what happens in schools at each site studied.

In the report's introduction, Robert Bush makes an observation pertinent to the subject of parent/community education, particularly where federal programs are involved. Distance between the program designers and those the program will affect, and the intervening bureaucracy, are both obstacles. A "long, tortuous path . . . must be hewn and traveled from original Congressional intent to better educational practice in local schools. . . . Level after level of almost impenetrable bureaucratic jungle must be traversed, each level blunting or diverting effort away from the ultimate target of better education for children." He comments on the necessity of making haste slowly and laying groundwork carefully. Too often federal projects are decided on in Washington without due consideration for the autonomy of the local people.

> No one seems to have asked, do they want to have this particular "good" done to them in this way at this time? Unless the answer is yes, and often it is not, the plan is doomed to delay or even failure, however lofty and altruistic it may be. . . . Local people may conclude that once their funds are allocated they would like, and think they need, to spend them in ways different from that originally intended.

Note: This report is on file with the U. S. Office of Education and the Urban/Rural Leadership Training Institute, Stanford University Center for Research and Development in Teaching.

D-2. The Hays/Lodge Pole Urban/Rural School Development Program

Hays/Lodge Pole includes two communities of almost 100 percent Indian people in Montana. It is "not located 50 miles from nowhere by accident." After abandoning an effort to write a description of what they wanted with the help of a consultant, and encouraged by a site visit from a member of the U/R staff, this Indian community developed a simple statement of why they would like to participate in the program and what they hoped it would accomplish. Part of that statement is quoted:

> Living as we do, with the failures and frustrations suffered by many of our young people constantly in our minds, we have joined together behind the U/R SDP with a spirit of cooperation and enthusiasm never before enjoyed here. We are determined to make this program provide everything it possibly can toward giving our children a better education, more relevant to them as Indians, and in such a way that they are interested and happy while gaining these tools for survival. . . .
>
> The wholehearted support of the U/R SDP by the community rests on the hope that we can now incorporate some Indian methods and ways into the educational process that will help the teachers in communicating with Indian children. Along these same lines, the teaching of his true history and heritage will instill a greater pride of being, a better self-image with its accompanying confidence, in the Indian student.
>
> The Indian people recognize that man must live in harmony with his world--that there is life in all things and that all living things have dignity and purpose. So, too, must our schools be in harmony with the growth of our children and the needs of our communities.

A 20-member School Community Council was created: 5 members selected from each of the two communities (Hays and Lodge Pole), and 5 from each of the school staffs (3 certificated and 2 noncertificated). Their needs assessment placed a high priority on training to improve communication. They found that many teachers had not been adequately trained to communicate with Indian children, and that conversely, many community Indian people have not been able to communicate well with non-Indian teachers. An Indian pow-wow workship was proposed as "one method of bringing staff, students, and other community people together in a more social atmosphere, thus training all groups in more meaningful communications." An educational training trip to the Rough Rock Demonstration Indian School in Arizona trained staff and community people to evaluate innovations which that school's staff felt were improving education (e.g., exploring classroom applications of an outdoor education concept; more college courses for community members). Other training activities included visits to other U/R sites, conferences and visits by consultants, a community newsletter, and an SCC office staffed by community members.

A large majority of the professional staff resigned at the end of the first year, and George Tall Chief became the first Indian superintentend the reservation had had. Despite this evidence of early

disaffection between the professionals and the community, or perhaps as a result of the change, the site report indicates that the SCC meetings brought significant changes in attitudes.

> Both school staffs and community people agree that the SCC make-up has done a great deal to lessen conflict between the two communities, and parents are more often to be found in the school as visitors and observers. The U/R process has helped to develop an increased sensitivity on the part of school personnel for the need for community involvement. . . . Prospects appear good that the process will continue and prosper if outside influences are willing to recognize that it can only succeed if done "in the Indian way."

A footnote comment is added by a member of the U/R SDP project staff who made visits to this site: The people at Hays/Lodge Pole got the idea they were experts on their own problems. They didn't have to hire consultants for everything.

(Note: A report looking at the impact of community involvement on the design of teacher-training programs in the U/R SDP, co-authored by James Terry and Robert Hess, is being prepared.)

D-3. Parent Involvement in Compensatory Education Programs

Milbrey McLaughlin, the author of this report (available from The Center for Educational Policy Research, Harvard University, Cambridge, Massachusetts 02138) defines two threads which run through relevant research on parent involvement: (1) The nature of interaction between child and parent determines success or failure in school. (2) Interaction variables which have greatest influence on a child's academic achievement are not solely determined by socio-economic status, but include attitudes and behaviors which might conceivably be modified through parent involvement.

Goals for parent involvement in Compensatory Education (Title I) programs have included: significant gains in achievement; consistency and mutuality of values and goals between home and school; helping teachers gain better understanding of the needs and problems of the low income child.

The author separates parent-involvement programs into two general groups: (1) Parent participation: programs which seek to foster improved home-school relations and understanding through (a) increased

parent participation in school sponsored activities or (b) parent participation in advisory groups. (2) Parent training: programs aimed at providing parents with training designed to furnish them with skills specifically relevant to involvement in their child's education.

Referring first to the parent-participation models, he concludes that, while parental enthusiasm for participation is a universal finding, there is scant evidence to permit a conclusion that it leads to significant achievement gains. His review revealed that the content of parent programs and the means employed to reach parents may be critical to success in this type of program, and that general participation strategies do not work. For instance, it is futile to employ middle-class strategies to reach lower-class parents and sustain their participation. The latter will not risk embarrassment or financial penalty to attend formal or irrelevant school functions, nor will they respond to invitations from teachers to "drop in some time." Said a parent in Los Angeles: "After working 48 hours a week, I'm not going to take time to go to a damn tea party. I want to know what's in it for me and what's in it for my kid."

Lower-class parents listen politely to school personnel requests, the author finds, but respond only to invitations issued by other members of their community whom they trust and who share many of the same problems and difficulties.

> Parents in Waterbury and Hartford, Connecticut told us that the problem of non-response is not solved completely even by employing professionals or teachers of the same ethnic group to make home visits or parent contacts. In the eyes of the community, even they cannot completely understand the problems and fears. Black mothers in Hartford said, further, that black administrators and teachers are viewed by the community of parents as "cop-outs," cooperating with a system which is destroying their children.

The only way to reach low-income parents, McLaughlin concludes, is to enlist the cooperation of a small group of parents in similar circumstances, and let them devise and implement strategies to contact parents and get them to participate. The article describes a successful program in Los Angeles, California, where parent-participation programs were designed and run by parents, after lack of success during a first year where home visits were made by teachers and social workers. During the second year, the parent committee met every week, outlined the program content and assumed total responsibility for contacting parents. They

wrote letters, made telephone calls, and made visits to every parent in the school. As a result, parent involvement, measured by attendance at school functions, increased two-fold.

Conclusions about what the author calls "parent-training models" are more impressive and consistent. Parent training can be shown to positively and significantly affect the cognitive development of children--both the target youngsters and younger siblings, McLaughlin found.

The article discusses experimental work conducted at the Demonstration and Research Center in Early Education (DARCEE) at George Peabody College for Teachers in Nashville--one of the most carefully designed and evaluated parent-training programs. This is one of the few public school programs which explicitly provide parent training (as opposed to parent-participation strategies). The use of paraprofessionals, the author claims, is one of the greatest innovations to result from the Title I legislation. Explicit objectives for employment and training of paraprofessionals, and problems of teacher resistance, are discussed. Some key points about success in the DARCEE programs are noted:

(a) home visits are used to demonstrate ability to communicate well with all school levels, as well as for expertise in child development;
(b) don't use a group approach; stress individual and family differences;
(c) emphasize "success" and immediate feedback to mothers concerning efforts in home or classroom; don't try to teach mother the "right" ways to interact with her child, implying she had been wrong;
(d) parents should not be given menial or mindless assignments; mothers should be treated as "teachers-in-training," or as having important contributions to make to their child's development;
(e) give efforts to work with parents a central emphasis, not coincidental to work with children; home visits are explicitly and primarily intended to teach mothers new ways of interacting with their children, and new uses of home and community resources.

This review of Compensatory Education efforts revealed two disparate philosophies and organization styles of parent involvement: (a) parents are passive "recipients" of program services and efforts; (b) parents are active "participants" in overall program strategy. Most Title I programs, it was found, subscribe to the first. With the possible exception of the program in Los Angeles, the author found no real effort

in the programs examined to understand what poor parents want for their children, to act on suggestions which might modify the school structure or curriculum to meet community needs, or to involve parents in the education of their children. Parent's attitudes about education are not the problem; poor parents care very much. A shift of focus is required--to give parents the tools and skills with which to participate in the education of their child. When this shift is made, changes in parent programs and life styles appear.

D-4. Parent Involvement in Compensatory Education Programs: Definitions and Findings

The authors of this study, Miriam Stearns and Susan Peterson (Educational Policy Research Center, Stanford Research Institute, March , 1973), reviewed four programs: Right to Read, ESEA Title I, Follow Through, and the Bilingual/Bicultural Program. Three basic roles of parent involvement are identified: (1) parents as home tutors for their children, (2) parents as paid school staff (paraprofessionals), (3) parents as advisors and decision-makers. Like the previous study reviewed, this one found that most programs emphasized parent participation as decision-maker rather than parent training as educator. All programs in this study showed evidence that parent participation does increase children's achievement, but the evidence must be seen in light of the fact that compensatory programs, in general, have shown limited results.

A suggested reason for the lack of encouraging findings in evaluating parent-involvement programs is the lack of fully developed conceptual models for the hypothesis being tested.

> Better measures of the roles which parents actually play, both in terms of their level of authority and the areas in which they exercise this authority, need to be developed so that connections between types of involvement and impacts of involvement--on parents, programs, community institutions, and chidren--can be investigated.

The authors have developed 3 models, each dealing with one of the three parent-involvement roles identified above. All portray assumptions about the effects of interrelationships which ultimately result in raised levels of child achievement. They should help provide a basis for further research and for better understanding of some of the relationships among school personnel, parents, and students.

D-5. The South Carolina Community Relations Program of the American Friends Service Committee
401 Columbia Building
Columbia, South Carolina 29201

This organization has produced a number of materials for parents serving on Title I advisory committees, and other publications promoting public understanding of education issues and practices. Several are briefly reviewed here.

A Handbook for Members of Wilmington School District Advisory Board or Committees, by William H. Anderson, Lawrence Bracy and D. R. Royster, 1972. The handbook is designed for parents serving on Title I advisory councils to assist staff from schools or the district to plan, operate, and evaluate Title I programs aimed to provide educational benefits to the children in the schools. It is based on the philosophy that parents should have a voice in programs which will meet the needs of children being served, and that these programs should be understood by both the parents and the children. It supports the educational participation concept--that when parents, school, and community cooperate, and all have a role in shaping education, the beneficiaries will be the children. The parent role of participation in Title I advisory committees is: (1) to study the needs of children being served; (2) to assist and advise in planning, developing, and putting projects into practice, and evaluate programs; and (3) to study and help draw in community resources, to involve and inform other parents.

Title I Speaks: What and Why--a 6-page illustrated (with photographs) handbook for parents of children in Title I classes.

Your Schools--a 4 to 8-page bimonthly newsprint publication serving an area "plagued by education deficiencies." It reports on a broad spectrum of education events and issues, with an apparent purpose of increasing public interest and support in public schools (e.g., explanations of school finance issues, school accreditation, new school discipline law, how the school board system works). An example from an article in a recent issue titled "School Board System is A-maze-ing":

> Public understanding of local school systems is extremely important to the advancement and support of public education in South Carolina. However, school boards vary widely on organization, number of members, methods of election and/or appointment, length of terms, and degree of authority. Duplication and overlapping of authority abounds.

> Such discrepancy from district to district, from one school board to another, works against any intelligent public participation in our school system and inhibits meaningful support of public education. An educated public which understands the procedures by which education officials are selected and the duties and responsibilities of their local board can be more responsive to the needs of public education. (Your Schools, May-June, 1974)

Students Rights and Responsibilities in South Carolina. This booklet, liberally illustrated with cartoons, was designed for students and is available free of charge to students in South Carolina schools. It contains information on rights, resources (where to get help), and suggestions (e.g., compare your school's discipline code or policies with the facts in this handbook; ask a student organization or one of your school officials to sponsor an assembly program or mini-course on students' rights and responsibilities). The booklet uses a number of sources, including case histories and a manual published by the South Carolina Department of Education titled "Students' Rights, Responsibilities and Resources in South Carolina." A note about this source states:

> Although (the Department of Education publication) was originally written for students to use, it was ultimately given only to administrators in South Carolina's public schools. We believe students deserve to know their rights and need to know their responsibilities. We also think they need to know where to get help when they're in trouble.

Citizens' Guide to Tests and Testing in South Carolina's Public Schools: the tentative title of a handbook to be published by the South Carolina Community Relations Program later this year.

D-6. Adult Involvement in Child Development for Staff and Parents

This is a training manual by Gerald Pavloff and Gary Wilson, Humanics Association, Atlanta, Georgia, and Washington, D. C. It was prepared to help Head Start Centers increase the involvement of parents in their operation. It is a step-by-step manual, with graphics, illustrations, questions and answers, exercises, etc. It answers some of the questions about the why of parent involvement, and what it can do, in clear and simple language. Two samples:

> Parents do care about their children. They will participate when they believe they are helping their children or are learning something which they believe will help them to be better parents. . . . Parents will participate if they

> believe their participation will make a difference to the Center. Telling them it makes a difference does not cause them to believe it. They must feel it.
>
> A good parent involvement program is a little like a rich stew. It's made up of lots of parts and ideas. As it "cooks" or develops, it changes in color, texture, and taste. You're not sure exactly what's in it; but nearly everything you add makes it a little better. That's probably the trick to successful parent involvement. Don't let it "dry up" from lack of attention or new ideas and experiments. Keep stirring it with new approaches, new programs, and new ways to help and involve parents.

The manual is full of practical suggestions for setting up parent groups and committees, setting up workshops (including a sample memo), ideas about the kinds of things parents might be interested in, etc. A section on "the policy council and the board of directors, partners or enemies," for instance, describes the relationship, gives suggestions about what to do when conflicts emerge, suggests a format for a day-long session to train the two groups to work more closely together. (The 163-page manual is available from Humanics Associates for a cost of $5, including postage and handling. Address: 881 Peachtree St., N.E., Atlanta, Georgia 30309.)

D-7. Handbook for Developing Programs in Early Childhood Education (for Building Administrators)

In 1972, the California legislature passed a bill providing additional funds for early childhood education. The aim of the legislation was to create a program to "restructure and revitalize kindergarten-primary education with the major goal of creating a more effective learning environment." The bill mandated (1) district-level advisory committees for community assessment of needs, to include broad representation of the local community with "parents not employed by the district" comprising a simple majority, and (2) school advisory committees with similar lay-professional make-up. The district committees were to select schools to receive funds; the local school committee would then determine needs and develop programs for the extra funding.

This 60-page booklet by the ECE Task Force of ACSA Curriculum and Instruction Committee (May, 1974) recognizes that parent-community involvement of this kind is a new process for some teachers, parents,

and administrators. It presents a number of suggestions and options for administrators, intended to increase successful implementation of the new process and program. The section titled "Parent Involvement, Parent Education" outlines sequential process objectives, with major emphasis on the principal's planning role and responsibility (keeping in mind this is a handbook for administrators). Included are such items as:

> The principal will participate in the district level identification of priorities for implementation of the master plan.
>
> The principal and his/her staff will make a decision regarding active participation in the first year plan for implementation.
>
> The teachers and, when appropriate, the non-professional staff and key parents will be consulted during the district level development phase of the principal's activities.
>
> The principal will assess the readiness of his staff and community for becoming active participants in the planning and action.

Other items reflecting shifting, potentially sensitive roles in implementing the parent-involvement and parent-education components of the program, such as:

> The principal and staff will plan and carry out other activities necessary to establish a base for comprehensive parent and community involvement. The School Advisory Committee must have a composition of at least 51% parents, community representatives, and the like. However, it should include a large segment of school personnel (certificated and classified).
>
> The local advising committee will hold organizational meetings and establish its responsibilities, duties, and clarify the extent of its authority. (At all stages of planning and implementation, this is a critically important task.)
>
> The committee will plan and sponsor an on-going series of open meetings (by neighborhoods, blocks, individual homes, etc.) to allow parents and others to express their views and concerns which are and will be discussed at regular committee meetings. (The principal and staff may very well be sharply challenged in this matter; they may need to devise innovative and aggressive means to reach and involve those parents and community residents who are no habitually active in school matters (due to economic and/or ethnic reasons).)

These items are not singled out for quotation with intent to overemphasize parent-education problems or components of this new program.

But they indicate the significance of some issues raised by changes, of which this legislation in a large state is but one example. The second half of the booklet contains sample forms such as: a checklist for implementation of process objectives for parent involvement; checklists for evaluating ECE programs; data analysis sheets to assist district advisory committees in selecting school(s) and a bibliography

D-8. Putting It Together with Parents: A Guide to Parent Involvement in Educational Programs

This 16-page booklet, available in English and Spanish from the California State Department of Education, Sacramento, (1973) is a guide for teachers and parents to meet the growing demand for information to help schools and parents work well together. It contains lists and categories of advice similar to material already discussed. In a category not previously dealt with in this review, it makes suggestions about employing parents. Included, for instance is this quotation:

> It has been found that previously disadvantaged people often don't necessarily work well with other disadvantaged people people. This same point holds in reference to race and sex. It is often wise to attempt a balance of races and sexes. The most critical factor in employment resides in the personality of the staff person, plus his experience, capacity and willingness to learn new ways of working. (quoted from "Parents as Partners in Departmental Programs for Children and Youth," Catherine Chilman, Chairman, Task Force on Parent Participation, 1968, p. 5)

D-9. "Calvert County Develops a Program in Continuity"

This article by Marilyn Church (Educational Leadership, Nov. 1973) describes a program to develop continuity among Head Start, kindergarten, and primary school programs, for children who had been in Head Start programs. One of the 3 purposes was to familiarize and involve parents and other community adults in educational programs. Local parents were hired to represent each school as parent liason workers. Preschool workshops were held for all teachers involved, representatives of the State Departments of Health and Social Services, the county library, the University Extension Service, the League of Women Voters, and the State Department of Education.

Working first in small, cross-section groups, the workshop developed common goals and a statement of philosophy acceptable to all ("a soul-

searching and arduous task"), and worked through the difficulties of creating a curriculum guide. Parents and community representatives had as much voice in the deliberating and decisions as the professional educators. The result was a curriculum guide called "Sequential Experiences for Children Ages Three to Seven."

In addition to the workshop, parent liason workers visited homes with the two-fold purpose of (1) interpreting school and curriculum to parents, and (2) accepting suggestions pertaining to school from the parents. Booklets called "Parents Can Be Teachers Too" were left, which resulted in wide parent use of inexpensive toy-like learning materials. The county library helped by providing workshops for the parent workers, and by initiating a toy-lending library. As a result of these activities, the author reports new interest in the school on the part of parents and new motivation in the teachers.

D-10. "Myths and Facts: A Guide for Policymakers"

Edward Zigler, Director of the Child Development Program at Yale University, emphasizes in this article (Compact, July/August, 1973) that good mothering and fathering are the most important determinants of what a child becomes. He reports Urie Bronfenbrenner's conclusion that there may be a much better payoff in working with parents rather than their children. Education is a developmental phenomenon. So Zigler suggests starting with pregnant mothers (e.g., to avoid protein deficiencies experienced in the womb), and establishing a true partnership relationship long before the child reaches school age. Start with periodic visits to the home, and bring parents--rather than children--to the school during preschool years.

Fears that such programs would undermine the American family, while genuinely felt by some parents, are unfounded. The best antidote, he suggests, is better understanding by the public of early childhood education, and that professionals are supplementing the family, not replacing it.

> The nation should never accept the idea that nursery schools, Head Start centers or day care centers are a substitute for parents and a home. Early childhood education and development programs must supplement, not supplant the home.

Additional suggestions include strengthening home-school ties by use of parent volunteers, and use of older brothers and sisters at early childhood centers (a virtually untapped, major resource). He believes the country has recently become fractionalized along age lines, with the result that older children are not as well equipped as they once were to become parents.

If parents and politicians evaluate ECE programs only on cognitive and IQ gains, Zigler fears the whole movement may be undermined. The real benefit is that the child become a good learner, with positive attitudes toward learning, and a good citizen. Zigler concludes it is time to analyze what children's problems are, what we know, what funds we have, and how our institutions--families, schools, churches, community centers, organizations, and industry--can cooperate in trying to meet the needs of our children most effectively.

E. Focus on Educating Parents/Community About Educational Choice and Change

E-1. The Alum Rock Union Elementary School District Voucher System
2930 Gay Avenue
San Jose, California 95127

This public school district has an experimental voucher system which offers a choice of 55 different programs in its 14 elementary schools. In the first year 38% of parents who had 2 or more children in school enrolled each child in a different program, some in different schools not necessarily the closest to their homes. Each school has some kind of advisory board, which encourages parent involvement. Each of these elects one parent and one teacher to the Education Voucher Advisory Council. Two publications for explaining the system and choice to parents (available in English and Spanish) and a parent-education program are briefly reviewed.

1974 Educational Choices for Your Child--Voucher Program Alternatives: Each program is described in one page or less, some of them with ample use of graphics. Most descriptions include statements about governance and/or communication and parent involvement, as well as describing goals and features of the variety of programs. Each school offers from 2 to 6 different programs for varying age ranges. The superintendent's introduction stresses the importance of the parent's choice: "We want each

parent to have the maximum amount of information available to assist you in making this very important decision for your child's education."

What is a Voucher? This booklet, also using many pictures, was prepared for the first year (1973) to explain the new system to parents, and how parents were to choose an education program for their child(ren).

A parent information program uses a parent counselor in each school who works 4 hours a day with pay, and two professional counselors. The initial goal was largely to disseminate information, but the parent counselors also help parents make choices and answer questions about the various school programs, with the result that the program coordinator reports the role is shifting more into parent education. The program is now head-quartered in the district instead of in each school, which helps to legitimize the parent-education role. The parent counselors consider themselves "enablers," with their work branching out to coordinate with other community agencies (e.g., welfare and nutrition), and with curriculum specialists and other staff. They also plan to start some parent study groups this year.

E-2. The Development of Institutional and Curriculum Alternatives in the Shelburne and Charlotte (Vermont) Public School Systems

This is an NEPTE-assisted program. An article in a July, 1974, issue of the Christian Science Monitor, based on an interview with Mrs. Billado, a parent now on the Shelburne School Board, discussed this project in which parents helped develop an educational alternative. Mrs. Billado admits to thinking initially that offering alternatives wouldn't work, that they would benefit only a few children. Now 3 years later, she enthusiastically supports both the program which offers choices to students and parents, and the process by which it was developed. Citizens have a choice of open, multigrade classrooms; traditional, one-graded classrooms; or classrooms combining features of both approaches.

Kindergarten through eighth grade students are now bused between the two communities to make the most efficient use of the alternative offerings. And the towns have a complete alternatives program in their elementary schools. Schools send home choice slips each spring describing the programs, and alternatives are explained to new parents at kindergarten orientation meetings. Parents and their children make choices and return the slips to schools. Mrs. Billado makes these comments

about the process and result from the parent-community viewpoint:

> The big point is that the project wasn't imposed—bang!—on the schools and the community. (The professional educator hired as a consultant during the planning stage) gave us lists of books to read and explained how children can learn. . . . What excites me most about the alternative project is the community involvement. There are many more parents in the schools now and they are volunteering for greater and greater roles. . . . There's a lot of community education involved, . . . and I'd like to see (it) expand. This is where I'm putting my efforts now (as a board member). Parents in the classroom break down barriers between the school and the community. (From an article by Joyce Walkemir, special to the Christian Science Monitor, July 29, 1974.)

The 1973 NEPTE Annual Report states under "What Hasn't Happened" (in this project): (a) The project has moved toward K-12 articulation, but had not (then) produced enough programming to result in commitments by the school. (b) The Project Board had not tackled the task of making decisions for certifying programs and personnel for the programs. The authority was maintained by the traditional decision-makers.

E-3. A Consumer's Guide to Educational Innovations

The Council for Basic Education believes the school's main function is to teach skills, transmit the heritage, and train the intellect. The foreword to this 95-page Guide, written by Mortimer Smith, Richard Peck, and George Webster (1972), describes the many changes of the past 10 to 15 years as resulting from (1) the Russian Sputnik in 1957, strengthening first science curriculum and then other academic subjects, and (2) reforms stressing social and personal regeneration and preparing students to adapt to a rapidly changing, unknown world future. Many innovations stressed affective as well as cognitive education and a reorganization of schools and reforms of the ways teachers are taught. This guide "through the thick underbrush of innovative proposals" is addressed primarily to parents as consumers of educational programs, but it suggests that school board members, teachers, and administrators who are often as bewildered as laymen by the "confusing smorgasbord of schemes for change" may also find it useful.

The authors claim every effort to be accurate and fair, but do not pretend the evaluations are impossibly objective. "The Council exists to further a particular view of educational purpose and its

judgements of the new programs and proposals are inevitably based on whether the innovations are a help or a hindrance in advancing that purpose." The authors suggest there is a pressing need for critical studies to determine the effectiveness of many of the innovations described in the guide, which include alternative schools, behavioral objectives, community schools, differentiated staffing or merit pay, micro-teaching, nongrading, open classrooms, and many more. The Guide is available for $2.50 from the Council for Basic Education, 725 Fifteenth Street, N.W., Washington, D. C.

E-4. "How to Make Innovation Succeed--or Fail"

There is widespread acceptance of the concept that change in inevitable and that little improvement will take place without experimentation. In the early 1960's, changes focused on curriculum content. But since then, changes have been mainly in organizational arrangements and methodology. For this article (Childhood Education, Jan., 1973,) Maurice Ahrens reviewed a number of elementary programs where Title III projects were innovating and being evaluated. He found these elements important to success.

The degree of involvement of all concerned. Where teachers were not involved, little or no lasting change took place (modification of teacher thinking, personal meanings and behavior is necessary, and more likely to occur if teachers participate in making decisions about the planning).

The quality of leadership. Progress was most visible in schools where the principal had skills in democratic leadership and group process, and an understanding of elementary school curriculum.

The way in which teachers, principals, and/or schools were selected to participate. Participants must really want to work, not just be "on the bandwagon."

The degree of parent involvement. This includes procedures to help all laymen understand the purpose and significance of proposed changes.

Ahrens concludes that basic elements in successful innovating are the involvement of all concerned, adequate preparation, continuous planning, and research to ascertain whether change is better than what preceded it.

E-5. "Community Participation: Many Faces, Many Directions."

This is an article by Mario Fantini, which appeared in Educational Leadership, May, 1972, pp. 675-680. Community participation is moving away from a group notion toward individual participation. That is, each and every parent and student are education consumers. This notion gives the parent a leading role as a key figure in the school community. It is the parent who has an intrinsic tie with the student's welfare. Since community involvement is a political activity, emphasizing the individual parental role also serves as a safeguard against using the schools as a tool for more politically motivated ends, or for one group making decisions for others. It also emphasises the individual student as the key figure in the school.

This concept of community, in which parents and students form the major participants, with individual teachers (backed by other educational staff) also a central party, suggests professionals form a new partnership with parents and students.

In this period of increased consumer awareness, rebellion of parents is concerned with poor quality of education or with the dehumanizing effects of formal education. They call for accountability as costs mount.

Fantini identifies the following kinds of community participation: for public relations; for instructional support, for community service, for crisis resolution, and for accountability and school governance. Community participation is usually used to refer to school governance issues--to involving the community in making decisions. There are different modes of connecting the community in decision-making: consultative, advisory, shared, community control, and individual or family control. The individual has the right to participate in his own way and to make his own decision about which way.

> The right of the individual student, parent, teacher, and administrator to choose from among legitimate educational options (probably inside public schools) will lead to a new individual expression in democratic community participation.

E-6. "Expand Freedom of Choice in Schools"

This is an article by David D. Draves, (School Management, Sept., 1971). Draves is another strong advocate of choice in schools. He makes two assumptions: that thelearner learns best when (1) teaching goals

closely coicide with learner goals; and (2) when the learner feels comfortable with the teaching style of his instructor. But the average parent is prohibited from seeking out the school which most relfects his educational philosophy by neighborhood school district enrollment policies. Other monolithic standardizations (e.g., uniform state curriculum; uniform district textbook purchases)all restrict student and parent choices.

Draves asks for a system of clearly described and broadly publicized educational alternatives which would permit parents who want to exercise their rights to do so, and also permit other parents to delegate these rights to professionals. While not every school and system could be expected to provide grandiose schemes, they might provide modest ones.

> I am convinced that learners would seek out those alternatives most conducive to their individual learning styles and goals. I am certain that many teachers would thrive anew under the stimulus of encouragement to develop alternative programs and practices. I am convinced that many administrators, teachers and parents would be surprised at how the public schools would evolve under these competitive conditions of alternatives.

Draves admits the change will not ease the life of the principal or superintendent, whose ability to stimulate change and to tolerate planned ferment will be tested. (Perhaps the Alum Rock experiment, Review E-1, will offer some evidence of the value of these assumptions.)

E-7. "Involving Parents in Schools: Toward Developing a Social Intervention Technology

This article by A. Pomfret (Interchange, Vol. 3, nos. 2-3, 1972, pp. 114-130) suggests direct parent involvement as the most effective means of increasing student achievement.

> Parents can improve a student's self-concept, provide or reinforce cognitive stimulation, and help formulate school policy. To bring about broadly based change, the involvement is seen to necessitate parental participation in school policy formation. In addition to adding a new role to the school, a redefined parent role necessitates changes in role relationships throughout the organization.

The Article explores ways in which the culture of the neighborhood and the culture of the school can affect the direction of the change process. Pomfret emphasizes that reliable empirical studies from community control and social science literature are not yet sufficient to provide confidence in conclusions about the effect of parent involve-

ment. Most studies have been conducted in lower socio-economic communities, and it is not yet clear how applicable this analysis is to middle-class neighborhoods and secondary schools.

Roles of principal, teachers, students, and parents will have to be redefined if neighborhood parents are expected to participate in the school's instructional and decision-making practices. Instead of being isolated and passive receivers of school information, parents can become an active, powerful, and informed source of school policy. The teacher's role will be in articulating the nature of learning processes to clients. Both must learn to communicate on these matters and engage jointly with others in policy formation.

E-8. "Overview of the Innovative Process and the User"

Michael Fullan of the Ontario Institute for Studies in Education also concludes (in this article which appeared in the same issue of Interchange as the preceding Pomfret article) that a radical restructuring of the role of the user and a complete reversal of the direction of influence in the process of change are required if effective innovation is to occur. He analyzes the introduction of innovations in North American schools--the experience in two disparate parts of the literature: (1) attempts to improve the system and process of change without recognizing that it is the system itself that is the problem; and (2) "alternatives and radical reform"--containing devastating critiques of the system and some concrete alternatives. The analysis led him to conclude that, despite massive attempts and good intention, no significant effective educational change has occurred. He is convinced that effective change will not occur until the role of the user is radically altered so that he is intimately involved in all stages of the innovative process.

Two important characteristics of educational objectives which are particularly important are: (1) the diversity of user's goals in a pluralistic society; and (2) special difficulties in implementation caused by the nature of educational goals. Educational goals have a high level of generality (e.g., self-direction, critical thinking). Even with more specific curriculum goals, what is significant is not so much their generality but the differences and variety of operational decisions required to implement them. Attainment of most of the goals,

Fullan believes, requires continuous involvement, choice, and commitment on the part of the users, including teacher and student.

This process requires new skills, roles, and role relationships, which must be developed as part of the change process. Otherwise users will experience frustration and an inability to change, with the result that the innovation will be rejected or used in name only. Lack of clarity about the nature of new parent roles, and anxiety and concern about their competency to perform these roles, are fundamental problems in understanding the change process.

Fullan summarizes the rationale for parent involvement into these four points:

1. The implicit assumption is that parents have the right to have their objectives and priorities as one of the inputs into the formulation of educational goals.
2. Because educational goals are complex to implement, parent involvement is needed throughout the process. . . . Static inputs to educational goals by parents are ineffective (such as having parents choose among goal statements only at initial or broad policy stages).
3. The first requirement for the school and the community is to develop a clear rationale and set of criteria for working out the types of tasks that parents will be involved in and the interdependence of these activities with teacher tasks--that is, the division and integration of labor.
4. This must include a recognition of the role and rights of students in the process and a consideration of the consequences of goal choices made at the local level for life chances of the student.

E-9. "Diffusion Strategy Guide"

In the language of marketing research, this guide by James R. McCutchen and John R. Sanders (Early Childhood Education Program, Appalachia Educational Laboratory, Inc., Charleston, West Virginia, Nov., 1973) presents methods for planning and managing the spread of educational innovations. It employs the latest marketing research findings for use in marketing and diffusing research and development products in education. Although there have been many research programs developed in the last 2 decades intended to improve the nation's educational institutions, the article points out, relatively few have been successfully "diffused." Reasons for failure include: poor quality; an

inadequate diffusion knowledge base; inadequate funds for diffusion research; benevolent inattention to designing strategies for marketing and diffusing; exclusion of diffusion strategy from the design process; and the prevailing "hand-it-on" diffusion policy of the U. S. Office of Education.

Diffusion, this guide suggests, is a special function like research, development, and evaluation, requiring trained and experienced professionals. The function of "diffusers" is to select, implement, and evaluate tactics intended to produce informed consumers who understand new programs. At the same time, diffusers solicit feedback from consumers and provide it to developers with the intention of enhancing the "diffusability" of the program (product). Diffusers perform a liason role, synthesizing a strategy for dissemination and implementation of program "output."

The article reports a diffusion research project at Ohio State University Center for Vocational and Technical Education which is developing and validating some generalizations intended to allow limited predictions as to what tactics (both one- and two-way) effectively communicate what messages to what consumers.

E-10. Foundation for Change, Inc.
1841 Broadway (60th Street)
New York, New York 10023

The Foundation for Change seeks to develop student understanding of minority views and to encourage white responsibility toward effecting social change. They produce, sponsor, and distribute multi-cultural and multi-media materials on racism, poverty, and ethnic pride for use as teaching aids in elementary and secondary schools, and they provide workshops and training for educators in racism awareness, developing multicultural curricula, and planning strategies for educational change.

Their publications include a VIEWPOINT series of curriculum supplements on institutional racism for students grades 6 to 12; a PROUD series stressing pride and heritage of minortiy groups for grades 4 to 12; and Fact Sheets on Institutional Racism for teachers and college use. Brochures are 3¢ each or $3 per 100; teacher kits are 10¢ each; and a 31-page booklet of Fact Sheets on Institutional Racism is 25¢.

Examples from the 4-page Viewpoint series:
Minorities and Education: Schools Flunk Equal Opportunities Exam
Racism Rating: Test Your Textbooks

F. Focus on School-Community Relations and Communication

F-1. Some Aspects of School-Community Relations

This is a report, summarizing a wide variety of research studies by William H. Strand, Peninsula Study Council, Cooperation for Research in Education, Stanford University, May, 1963.

The interrelationship and mutual interdependence of school and community can be categorized into two levels which are not mutually exclusive: (1) the relationship between the school as an organization and an agent of society, and society in general (i.e., the task of the school); and (2) the relationship between the teaching-learning situation and a child, a member of both a family and society.

At each level the community role involves setting goals, providing resources, and evaluating, all of which are interrelated. That is, there is interaction between the school system and the community about goals, resources, and achievement; and at the personal level about parents' goals, taxes for resources, and evaluating a school as a basis for what is happening to their child. These points, at both societal and individual levels of interaction, must be connected by channels in the communicating process. Strand contends that the school should take the leadership in all three parts of the process.

Reference is made to the nationwide study conducted by Carter and Odell of the Stanford School of Education and the Institute for Communication Research, and its finding that, in practice, school-community relations are characterized by "situational solutions" (reacting to situations only as they arise; no long-range planning for educating parents and building public understanding).

> The analysis . . . almost leads to the conclusion that the school regards itself as a closed system. As such it is concerned with preserving its own identity and surviving and is apt to cut down communication between itself and the community except when its existence or equilibrium is threatened.

A large proportion of voters in the Carter-Odell study felt they had little chance to influence the schools. Almost half were convinced that the

only voice they had in school affairs was through the act of voting; and two-fifths thought that educational policy is too complicated to understand. It is suggested that some members of the American public may place a high value on education because they think it is expected of them (a theory reiterated, by Gallup after his 1971 opinion poll). Studies show most sections of the public would like to get information from school officials, but are not turning to these people.

Research reviewed here shows a "high sense of efficacy" as most closely related to support of the schools. It also reveals that schools can do little to change the level of perceived efficacy in the adult population through communication, since a large proportion of those with a low sense of efficacy do not want to receive communications from the school and have no interest. These data force the conclusion that society itself must furnish the motivation and reward for an interest and participation in school affairs. To an extent, however, the school may be able to build a bridge to this segment of the population by means of the interested segment of the population with whom it is now in communication. In the long run, Strand believes the answer to the problem of efficacy and that of increased criticism of the schools lies in more education about education.

An example of the action-oriented suggestions contained in this report: inclusion of a unit on public education in the eighth grade curriculum results in greater knowledge and more favorable attitudes not only among the pupils, but among their parents as well. These attitudes spread as parents communicate with other parents about school affairs.

The report concludes with a section listing 8 characteristics for an effective school-community relations program.

F-2. School-Community Relations: A New Approach

In this book (McGraw-Hill, 1966), the authors, Merle R. Sumption and Yvonne Engstrom, take the position that the modern American community is in a continuous state of emergence, driven by forces of social and economic change; and that the school will in large measure help to determine which course the community will take.

> A school unaware of the elements of change among the people it should serve fails in its basic responsibility. A school unresponsive to changing educational needs fails in its unique function.

Four principles considered essential to maintaining a desirable relationship between school and community are identified and described:

(1) Recognition of the school as a public enterprise.

(2) Recognition that public schools in the United States have the unique function and moral responsibility to seek out truth, whatever or wherever it may be, and to teach people to live by it. (Our democratic society requires this.)

(3) The need for structured, systematic, and active participation on the part of people in the community in the educational planning, policy-making, problem-solving, and evaluation of the school. A lay board of education is not enough.

> The knowledgeable participation of hundreds of people is required if the school is to make adequate use of the talents and abilities of those it serves. Only though the studious, thoughtful, and informed participation of the community can the school achieve its full potential as a social institution and an integral part of the community.

(4) The need for a clear, effective two-way communication system. The community should know its schools, and the school should know its community.

Some more specific suggestions are given, such as the need for a structure which accommodates change (a school population is mobile; in some communities there is a 15-20% annual turnover). Objectives for a communication structure, consistent with stated principles, are listed.

The authors propose a "shared ownership" of the educational enterprise, and they assign to the school responsibility for taking the initiative to propose constructive forms of citizen involvement in the educational process.

> It is incumbent on the school to assume a leadership role in tapping the wealth of human resources available in every community.

They stress that few people are willing to spend time in fruitless discussion or passive listening to educational theory, but most will listen and study if they believe it will really help improve education. They want some reasonable assurance that their efforts will lead to some action.

The book presents a fairly complete treatment of the subject. In these times of change, examples used in a book written in 1966 may

seem a bit outdated. But the basic principles remain unchanged, and many of the specific suggestions pre[illegible] appear still to be good ones. Chapters are included on: the r[illegible] of the community in education (determining goals, making school plans and policies, determining the program, organizing for community participation); citizens advisory committees (types, functions, selection, operation, and the case for a citizen advisory committee); communication between school and community (principles of operation, of intellectual freedom, etc.); and the school and social change (basic issues in school-community relations; the role of the school in social issues). Appendices include a 7-page constitution of the Citizens Consulting Committee to the Board of a school district in Decatur, Illinois; and a community survey instrument.

F-3. Public Understanding of Education as a Field of Study

This publication reported a 3-day conference held late in 1967 at Stanford University, sponsored jointly by that institution and Project Public Information. (PPI, funded under Title V of the Elementary and Secondary Education Act, was designed to strengthen public information programs and services in state departments of education.) The conference was attended by 50 college and university deans of education and journalism, school district and state department administrators, and media representatives. It was called over concern that the lack of qualified personnel to "tell the story of the nation's schools" was a crucial problem. A study done that year showed that only 7 out of 131 higher education institutions surveyed were preparing educational public information specialists; and that few educational administrators were being prepared for the difficult job of maintaining good relations with the public.

Three assumptions were made at the outset of the conference: (1) that public education is vital to the American society--democracy cannot work without an enlightened electorate; (2) that public understanding of education and educational understanding of the public are essential if schools are to continue meeting needs of society; and (3) that public understanding is not what it ought to be. As society becomes more complex, as knowledge expands, there is more and more dependence on schools. This has produced a potentially dangerous peak of public esteem, claimed

Stanley Elam (editor of Phi Delta Kappan), because esteem for education is not the same as esteem for schools.

Middle-class parents, who read newspapers and magazines, watch television, and are relatively well-informed and highly motivated for their children, were seen as choice targets for the press and schools.

Floyd Christian, Florida State Superintendent, admitted that some professional characteristics of educators are handicaps to effective communication. Their experience, attitudes, and habits do not lend themselves to a free exchange of ideas and information. For instance, they have a false impression about their ability to communicate, assuming that they are communicators by the mere fact that they are educators.

> Many fail to realize that communications is not concluded when knowledge is disseminated. This is only one-third of the process. Communication involves disseminating information, getting a response, and evaluating that response.

Second, educators are not accustomed to competing for people's attention; they are accustomed to having a captive audience. Third, educators have operated in obscurity for so long they consider it inappropriate that their activities should be held up for public scrutiny. Fourth, they have such a high regard for their colleagues' professional ability that they unconsciously minimize the value of "outside" opinion. And finally, most of them, particularly administrators, have little communication experience and training.

If the assumption is accepted that public understanding of education's goals is essential so that schools can continue to relfect the needs of soceity, then major attention must be given to the public's perceptions of the roles of schools. The general feeling of conference participants was that a need existed for new college and university training programs in communication for educational administrators and school public information specialists; and that greater quality and quantity of communication among educators, citizens, and media representatives can result in the improvement of American education.

F-4. Guidelines for Public School Communication

This 20-page guide, issued in 1971 by the Pennsylvania Department of Education, is designed to help school districts plan, evaluate, and restructure communication programs for maximum school-community interaction. The preface defines the promotion of communication betwen citizens and schools as one of the most important responsibilities of school administrators. In the final analysis, the schools must take the initiative in communicating with all of its publics. Good communication is in the interest of improving instruction, and of learning for better citizenship.

The booklet underscores the lack of trust which exists between parents/community and educators, and the obvious conclusion that the two groups don't communicate very well today. Educators are criticized by the public for many reasons (e.g., spending too much money, too concerned with frills, and not maintaining discipline). Parents and community in turn are criticized by educators as being too willing to turn over home responsibilities to the schools, as too tight with tax dollars, as using teachers as babysitters, and as wanting schools to maintain the status quo.

Primary responsibility for assuring good communication is assigned to school boards (presumably as distinct from the administrator responsibility to "promote" communication stated above).

> Schools are society's transitional vehicles in which children can mature and learn in controlled atmospheres. But while administrative responsibilities are assigned to educational specialists, citizens have reserved to themselves the right to formulate educational policy. Boards of school directors have a primary responsibility to represent their constituents in a responsible manner. One of their first tasks is to assure mutual citizen-educator understanding about goals, processes and programs of education. Communication is the key to citizen-educator understanding, and school boards reflect their commitment to communication through policy.

The National School Public Relations Association recommends that education organizations write clear, concise policy statements with respect to public relations programs, and that these be (1) approved through formal action by governing bodies, subject to their annual review; and (2) published in their policy manual. The statement should express the purpose of the organization's public relations program and provide for the delegation of authority necessary to facilitate achievement of such purpose.

This guide provides examples of communication policies and of responsibilities of communications personnel from selected districts. It contains a section on the legal aspects of communication and on Pennsylvania's "right-to-know" laws (which prohibit governmental bodies from conducting their business and keeping records in secret without knowledge of the public); and it concludes with an instrument which school districts may use to rate their communication program.

(Note: The National School Public Relations Association is not included as a separate source in this review because they failed to respond to two requests for sample copies of material. Readers are reminded, however, that this association is a source for information about methods and techniques for educating parents/community, as perceived by education communication specialists.)

F-5. "Improving School-Community Relations"

This is an article by Milan B. Dady in Journal of Research and Development on Education, Winter, 1972. Educators can use two tools to communicate with the community: public information and public participation. In the past, they have relied mostly on the former. While they realize that schools will survive only if the community holds them in high esteem as vital institutions, they have continued to operate with a one-way "sell them and tell them" policy. Seemingly, greater public participation would be an improvement. But Dady cautions educators that improvements in educational practices must be evident before the public's attitudes about schools can be changed significantly.

The majority of influence in the past has come from middle-class groups, with minorities being judged largely by their degree of conformity to the majority. But educators can no longer rely on the silent majority, which gradually formed as professionals assumed management of the schools, to protect the schools.

The question now is how to bring about a renaissance in cooperative school-community relations. Assuming the major goal is the restoration of the public as an active partner in school affairs, educators must not just use modern advertising techniques. First, they must strive to remove causes for a lack of confidence; and second, they must return to the simpler face-to-face relationships laymen once had with school people.

They must demonstrate that parents and community have a right to share in school processes. While educators generally believe that schools have been operated democratically, and that all persons have been served impartially, that has not been true in practice. Terms like "democratic" and "impartial" have been used so often, yet ignored so much, that they have become meaningless. Dady lists ten "grassroots practices" essential for success in school-community relations. (e.g., school board, administrators, and teachers treating all persons, including children, equally; an instructional program based on the needs of all people in the community; ferreting out inferior teachers and administrators from the professional staff; involving parents/community in planning and operating parent and community-education programs).

Educational folklore, Dady contends, has contributed to the public's growing opposition to the schools. While conditions have changed drastically in recent years, many education practices are still based on past convictions. He lists 6 examples of fallacious folklore, including: persons who start "school fights" want to harm school; organized minority groups enjoy power and deliberately harass educators; school boards should serve in an advisory capacity only.

A return to face-to-face relationships will not be easy. A public long accustomed to an inactive role cannot be expected to suddenly begin to participate with enthusiasm and wisdom. A network of advisory committees is suggested as one method which has been used successfully in school/community participation. But Dady warns of a high risk of failure unless such committees are carefully organized, and suggests 8 considerations to observe in forming such committees. Examples:

> Communities in which people show the least interest in school matters may be the ones that would profit most from an advisory committee.
>
> The school board should adopt a policy statement governing the use of an advisory committee, written in collaboration with the community.
>
> Although advisory in nature, an advisory committee should be action-oriented.

The article identifies other forms of parent/community participation, most of which have been treated in previous reviews.

In this era of great uncertainty, it is important that the American people have confidence in their public schools. But Dady believes confusion will continue until an alerted public has a closer working relationship with professional educators.

> Participation of parents as co-partners with staff is a gradual process, requiring new learnings by staff as well as parents (Wolotsky et al., 1968). Parents need to enter the planning stage of a program from the beginning and to continue through the deliberations of every aspect of the program. Effective involvement requires on the part of the parents progressively more and more initiating of ideas, more and more assistance in paid or volunteer roles in the school, more and more discussion of problems, and more and more participation in the resolution of the problems.

Two parallel developments which will take place in this process are (1) the staff's function will shift from professional control to shared planning, and (2) parent responsibility shifts from "pro forma" approval of staff-originated ideas to genuine involvement. Professional educators will need to be trained in these new approaches to developing school-community involvement and rapport.

F-6. "How to Rewarm Your Public's Support of Its Schools--and of You"

This is an article which appeared in American School Board Journal (no author listed) Oct., 1973.

It is a good idea for schools to take a reading on the community's true state of mind. But unless opinion polls are structured carefully, they may cause more consternation than they resolve. Targets must be clearly defined, as well as factors which contribute to public "understanding" of schools and their problems. An effective and inexpensive device for measuring these factors must then be constructed.

The trouble with most public opinion polls is that they measure only one of three factors that comprise public understanding: public opinion, public knowledge, and public vision. If only the first is measured, you are apt to get results that produce either disarmingly dangerous complacency or frustrating and puzzling misunderstanding.

> Behind (parent's) displeasure lurks the eye of a serious school board public relations storm--one that only a properly designed and administered public opinion poll can explore.

John M. Nagle, whom this article identifies as experienced in conducting school district surveys, believes a board may equate favorable public opinion with quality schools, when in fact quality is far less than desirable. You have to indicate not only what the public thinks, but what this thinking means. A good poll can measure the level of public understanding, and at the same time establish the kinds of communication channels between schools and public necessary to raise that level of understanding. This article, incidentally, uses the word "educator" in referring to both laymen and professionals.

(Note: this issue of the School Board Journal also contains a sample survey in an article titled "How to Conduct a Solid Community Survey on a Shoestring" by Paul Anderson.)

F-7. The School Administrator's Publicity Handbook

Whether they like it or not, administrators are in the communications business. Information is becoming a major resource--for controlling physical and other resources. A complicating factor at the grassroots level is that the public has totally reversed its focus on news and human events, according to this interpretation. They are now much more interested in events far afield, and/or in news which is very recent. News which did not happen just a few hours ago is dead; buried; forgotten.

> Regional and local administrators (communicators) can't fall back on the rusty, dusty days of old in communicating his needs, successes, failures. He must move fast. His copy must be fresh. And only through its humanism, its emphasis on people--student, teacher, staffer--and proper stress on involvement can the purely local story bloom and prosper.

This handbook (Operations Notebook #5, Association of California School Administrators, Sept., 1973) suggests that administrators "hypo their public relations activity" with stimulating content. Writers can carry an education program into the news columns, and win radio and TV exposure, by stressing glamour professionals such as jet pilots, mathematicians with new ideas, surgeons, etc. A staff member who believes in the involvement process should be asked to prepare listings of practical and immediate ways to involve the maximum numbers of people in the maximum numbers of activities.

Writers of this handbook believe the public is most interested in learning. Student achievement and educational progress should therefore form the heart of 99% of the PR thrust.

F-8. "When PTA Meetings Are Held in Clancy's Bar"

Charles Slough, the author of this article in the March, 1974 issues of Education Digest, was formerly director of communication for an Arizona school district, and is now a newspaperman. He believes the problem of public understanding of education involves the special way of life "forced on educators." Parents who pay $60 or more in taxes don't usually question educators as thoroughly as they grill the local plumber about a $15 repair job. They wait until something goes wrong, and then "all hell breaks loose." Parents would not need to get angry at all, if they could drop by the school and talk to someone about their problems. But Stough finds that there are too few schools where an interested taxpayer can really communicate with anyone in the education world.

> One of the biggest problems in education as it relates to my 2 children is that I can't find an educator with whom I can talk. I want to entrust the educations, ergo the lives, of my son and daughter to someone with whom I can talk things over in Clancy's bar.

Stough believes there is something wrong with the way schools communicate with the public, considering the amount many districts spend on expensive public relations. They unwittingly destroy their own hopes of making education relate to the real world by perpetuating a "pedestal-creation" image. Parents and taxpayers should know educators as real people. They should know that educators know what the world is really like and are pleased to participate in it. Rehumanizing the teacher will be a lot easier, Stough believes, than creating the artificial barriers which have built up between the public and educators.

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